

# EXAM ACTIVATOR

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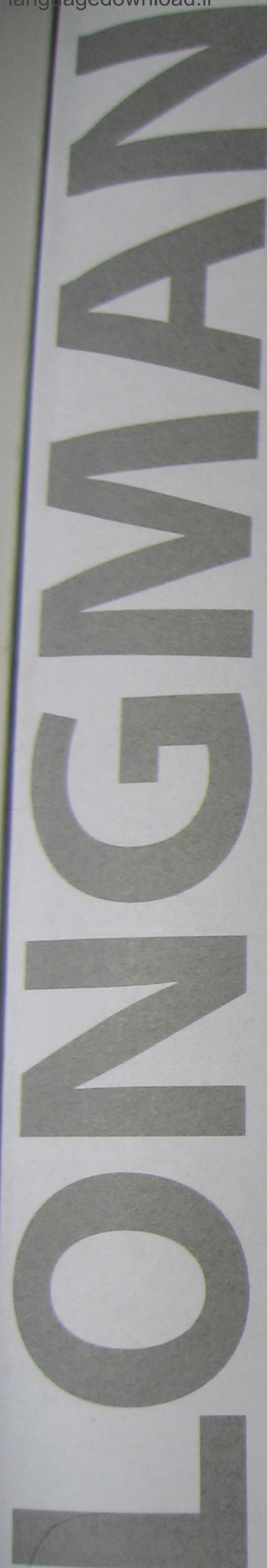
Classroom and self-study  
exam preparation

Teacher's Book

Marta Umińska / Dominika Chandler



PEARSON  
Longman



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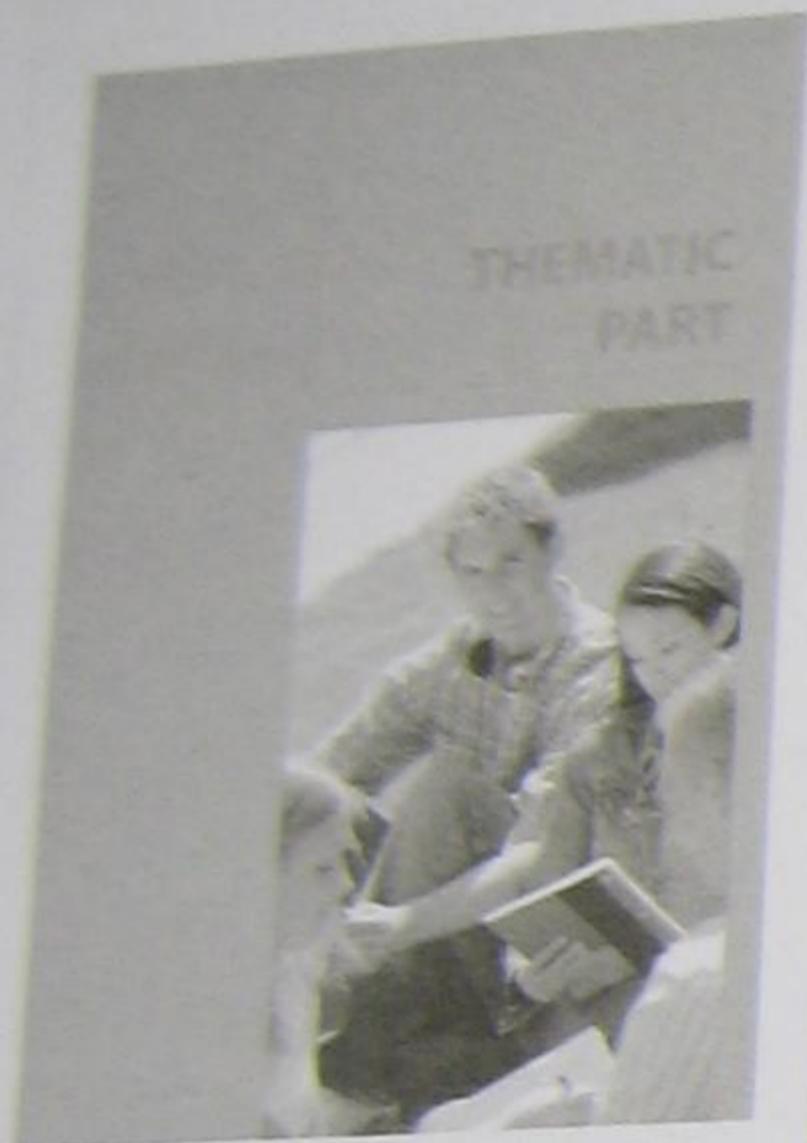
PEARSON

# STUDENT'S BOOK



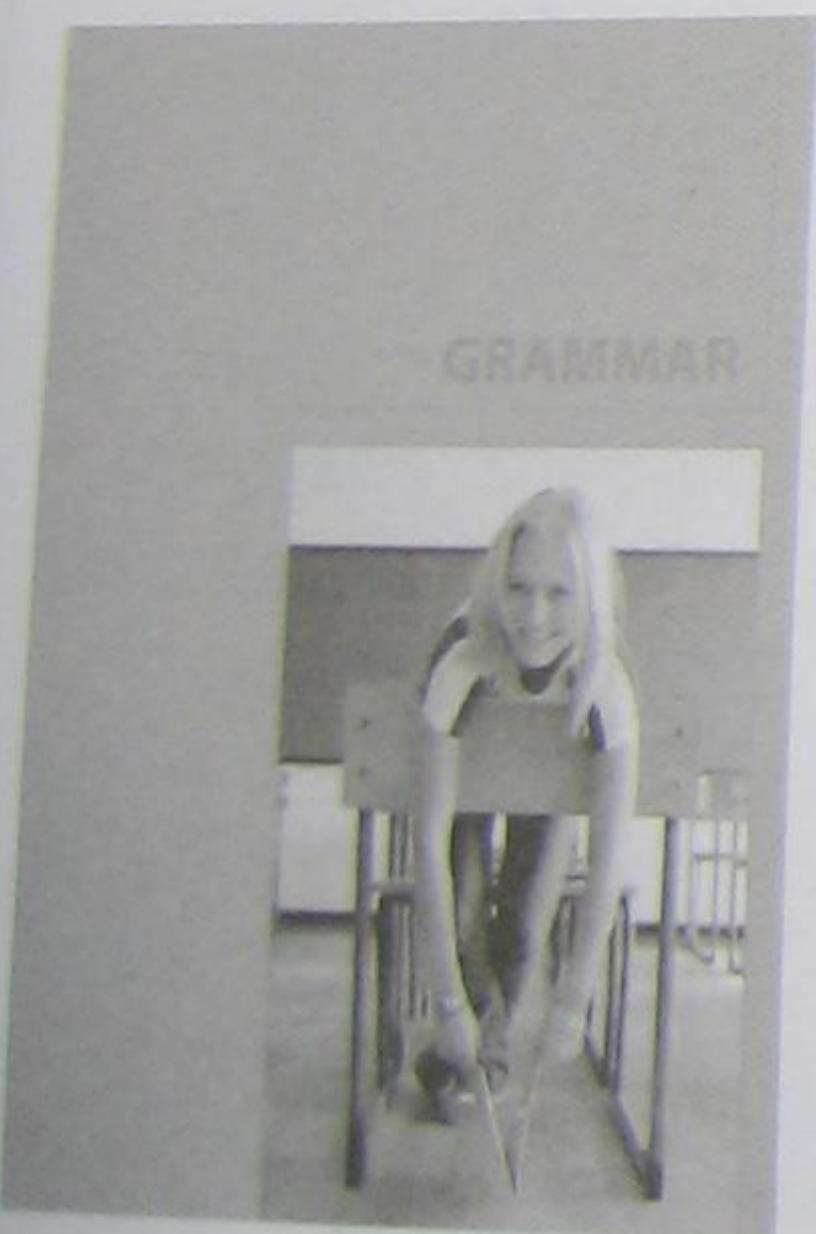
## REFERENCE PART

- The structure of the Reference Part **reflects the structure of a typical exam** – a separate section is devoted to each part of the exam.
- The Reference Part includes:
  - **information about the structure of a typical exam** and an explanation of **exam strategies**
  - a **functions bank** with useful phrases and relevant functional language
  - a set of exercises and a **typical exam task** which can help students put the vocabulary and exam tips into practice
  - a set of **sample writing tasks**, **text models** and extensive lists of **useful expressions**
- The Reference Part is primarily **intended for self-study**. However, as it is closely linked to the Thematic Part, it **can also be used in class**. The teacher can refer to it while discussing particular topics from the Thematic Part.



## THEMATIC PART

- The Thematic Part consists of twelve units covering typical **exam topics**, which allows for **organised revision** of the material and offers **extensive practice** of all types of most common exam tasks in a relevant context.
- It has a definite lesson-like feel to it, offering **complete and logical lessons**.
- It is geared towards **practical use of the language**, avoiding unnecessary repetition of the same exam information in each unit of the book.
- Every unit includes a **Wordbank** (a list of vocabulary phrases with phonetic transcription) which can be a very useful revision tool before the exam.
- **examworkout** tasks help students **apply and activate proper exam strategies** to solve specific exam tasks, or provide them with the necessary language to do so.
- **examtask** exercises allow students to **solve typical exam tasks in an exam-like context**.
- The **examworkout** and **examtask** exercises are clearly linked to the strategies from the Reference Part.



## GRAMMAR

- The Grammar part includes reference sections devoted to **the most important grammar points** and a set of **grammar review exercises** for each of them.
- The last exercise in most sections is an **Exam Practice** task, which sums up a particular grammar area and shows how a given grammar structure could be used to complete various types of exam tasks.

## KEY

The Key section of the Student's Book contains the answers to the exercises from the Reference Part and the Grammar part.

## TAPESCRIPT

The Tapescript contains the scripts of the recordings from the Student's Book.

## CD

The CD contains the recordings from the Student's Book.

## TEACHER'S BOOK

The Teacher's Book contains references to sections of the Reference Part that can be used in class while working on the material from the Thematic Part.

### THEMATIC PART

- The Teacher's Book contains **teaching notes for every unit** of the Thematic Part, including:
  - advice on how to set up particular exercises
  - ideas for **warm-up tasks**
  - **additional speaking and vocabulary exercises** and **revision activities**
  - **Culture Notes** related to topics from the Student's Book
  - the **Key** to all the exercises from the Thematic Part of the Student's Book

### PHOTOCOPIABLE MATERIAL

- This section of the Teacher's Book contains **twelve photocopiable activities** (for each unit of the Thematic Part) with **detailed teaching notes**.  
The photocopiable exercises are related to the Vocabulary section of each unit.

### VOCABULARY TESTS

- This section of the Teacher's Book contains **twelve vocabulary tests** with **answer keys**.  
Each test is related to one unit from the Thematic Part.

### GRAMMAR TESTS

- This section of the Teacher's Book contains **eighteen grammar tests** with **answer keys**.  
Each test is related to one grammar point from the Grammar part.

This part of the book focuses on the examination itself. It consists of a systematic presentation of each part of a typical exam which includes requirements, strategies and advice for candidates as well as sets of practical exercises and sample examination tasks. As the title suggests, it is primarily intended for self-study, providing the candidates and their teachers with relevant reference material whenever they may need it. The colour coding system used throughout the book will make this cross-referencing even easier and more effective. On the other hand, the Reference Part can also be used in the classroom: both strategies and exercises provide the teacher with a lot of useful material which can form part of a lesson or be set as homework.

### WRITTEN EXAM

#### READING COMPREHENSION

#### LISTENING COMPREHENSION

The sections of the book dedicated to listening and reading are structured in a similar way. They both start with a brief presentation of the listening and reading parts of a typical exam. This is followed by a set of exam strategies which tackle a range of typical problems such as ways of dealing with unknown vocabulary or answering various types of exam tasks. The strategies are accompanied by exercises designed to provide the candidates with opportunities to immediately put into practice some aspects of the 'theory' and advice they have just been offered.

The listening and reading sections then proceed to the presentation of the most common kinds of examination tasks. After a brief introduction to each task type, the candidate is provided with a set of exam strategies referring to the given type of task, exercises which include typical examination tasks and exercises focusing on strategies needed to deal with specific parts of the task. This kind of awareness-raising activity is particularly recommended for classroom use as it can help students build their skills and confidence for the exam.

### USE OF ENGLISH

This section of the Reference Part offers overview of the most common types of exercises which are found in the Use of English part of the exam. There is a separate sub-section devoted to each type of exam task, offering a set of exam tips and strategies as well as a selection of exercises that help the students to apply the strategies in practice. The last exercise in each section is a typical exam task.

### WRITING

Starting with a general brief introduction to the writing part of the examination, this section of the book is then divided into two sub-sections. The first of them offers advice and exercise practice focused on writing a short text. Following a range of strategies which address the main challenges in writing this type of text, there is a selection of exercises aiming to gradually build the candidate's writing skills. In its final part, the sub-section also includes models for various types of short texts (postcard, announcement, invitation, note) accompanied by a typical exam task and lists of useful words, phrases and structures.

The other sub-section offers advice and exercise practice focused on writing a long informative text. Similarly to the former, it also includes a set of strategies followed by a selection of exercises. At the end of the sub-section there are models for various types of long informative texts (informal letter, letter of enquiry, letter of complaint and letter of application) including a typical exam task and lists of useful words, phrases and structures.

### SPOKEN EXAM

The most common speaking tasks that the candidates may deal with in the spoken part of the exam include:

- 1 General Conversation/Individual Long Turn
- 2 Discussion
- 3 Situational Roleplay
- 4 Photo Description

Reflecting this sequence, the part of the book dealing with oral examination is divided into four sub-sections dedicated to each of the speaking tasks respectively. Each of the sub-sections begins by introducing a set of exam strategies and functions of particular relevance to the task under consideration. This is followed by exercise practice which aims to target as many of these functions as possible, and thus encourage the candidate to use them in a variety of contexts.

This part of the book is intended mainly as classroom material, although there are parts which are best set as homework.

#### VOCABULARY

All the Vocabulary sections can be covered in class or set as homework (with the possible exception of listening and speaking exercises). A mixture of the two will probably work best. If you want to do the Vocabulary section in class, you may wish to start your lessons with short vocabulary brainstorming exercises. They should help you establish what vocabulary your students already know.

If you wish to set the Vocabulary section as homework, you can still ask students to brainstorm vocabulary from the different categories at the end of the lesson. Remember to point out that they have got the **WORDBANK** to help them with the homework.

#### examworkout

The **Workout** tasks are designed to provide guided step-by-step preparation for all types of typical exam tasks. Their role is to offer practice related to specific strategies or exam tips, or to help analyse the exam task and revise the language needed to successfully complete it. The **Workout** tasks contain cross-references to other sections of the book: the Reference Part, the Grammar part and the Vocabulary sections in the Thematic Part. To achieve best results, it is strongly recommended that students use resources from all parts of the book when working on exam tasks.

#### examtask

These are typical exam tasks. They are not preceded by other exercises referring to the same text or recording, which allows the students to solve the exam tasks in an exam-like context and offers exam practice of each part of the exam in every unit. They are clearly linked to the strategies from the Reference Part, so if any problems arise in class, the teacher can easily refer to the theoretical section of the book.

#### READING AND LISTENING

The sections devoted to receptive skills are designed as lesson material. 'Pure' exam listening or reading tasks (**examtask**) are accompanied by a variety of lead-in and follow-up exercises (the latter usually involving speaking practice and vocabulary work). If you are short of time, the reading can be set as homework. If a reading or listening task is preceded by an **examworkout**, the strategy or tip practised in the **Workout** is then used to answer questions in the main task (**examtask**).

#### USE OF ENGLISH

This section of every unit offers a typical exam task. The exam tasks are introduced either by **examworkout** tasks, or by lead-in speaking exercises. It is suggested that the sections with the **examworkout** tasks could be done in class, as they offer a step-by-step guidance on how to apply selected exam strategies when tackling this part of the exam. The remaining sections can be set as homework or done in class, depending on students' and teacher's needs.

#### SPEAKING

All the units contain a **SPEAKING** section devoted to one of the exam parts. There are also numerous speaking exercises interspersed throughout the book (in Reading, Listening and Use of English sections) which can be used to practice conversations similar to the first part of the exam. Additionally, there are six clearly referenced Photo Description sections to be found at the back of the book. Each section includes a typical exam task (**examtask**) and an **examworkout** exercise, the aims of which include analysing the exam task and preparing the language and structures necessary to deal with the exam task using the Reference Part, Grammar part and Vocabulary sections. In some cases, one of the students is supposed to take on the role of the examiner, so the students are encouraged to do the task twice, swapping roles so that both of them can do the exam task. All speaking sections are definitely classroom material.

#### PHOTO DESCRIPTION

All Photo Description sections contain **examworkout** tasks, focusing on such skills as finding things to say about a photo, speculating about the picture, predicting the examiner's questions, applying appropriate exam strategies and providing students with relevant vocabulary and functional language. The Photo Description sections also include **examtask** exercises which are typical exam tasks.

#### WRITING

All writing sections contain **examworkout** tasks, the purpose of which is to analyse the exam task and 'collect' all the language necessary to deal with it. The **examworkout** should be done in class and the writing itself set as homework. After covering a few units, and when students are therefore familiar with the structure and purpose of **examworkout**, it is possible to set the whole writing section as homework if you are short of time.

#### LANGUAGE & CULTURE

Throughout all the units, little *Language and culture* boxes provide bits of information which lie somewhere on the border between language and culture.

## GRAMMAR

While it is true that grammar is tested directly only in the Use of English part of the exam, students should understand that knowledge of grammar contributes to achieving good grades in all parts of both the spoken and written exam. It is definitely important to make students aware that grammatical accuracy is not the major focus of assessment in the exam, but, at the same time, they should realize how grammar impacts on their final grade.

The book provides both a grammar reference in English (with examples) and exercises that allow for the practice of the eighteen most important grammatical points. This section of the book can be used very flexibly – either as guided work in class or individual work at home. It is also suitable for mixed-ability/level classes, where some students might need more theoretical background and practice than others. Students' individual strengths and weaknesses in the area of grammar can be quickly assessed while they are doing the *Workout* tasks. If any difficulties arise, students are directed to the grammar point in question since all tasks contain cross-references to other sections of the book. It is also possible to concentrate on a particular grammar point and make it a focus of one separate grammar revision lesson. Students could be asked to do some or all practice exercises in the book and then be assessed on how they have mastered the content of the lesson through a short test (provided in the Teacher's Book).

In most sections of this part of the book there is an **EXAM PRACTICE** task, which shows how a particular grammar point should be used to complete a typical exam task set in either oral or written part of the exam. This exercise is probably the best illustration of how grammar is interwoven with other language elements and skills.

Longman Exam Activator, page 189

## EXAM PRACTICE

5 The letter below is a sample answer to an exam task. Read it and complete the gaps with the verb in brackets in the passive or active voice, or use the structure **have sth done**.

Dear Bethany,

The worst trip of my life seemed like an excellent idea at first and I thought I would have a great time. Last week I <sup>1</sup> was invited (invite) by one of the girls from my school to go on a short trip. We <sup>2</sup> (want) to go to Prague to visit the Prague castle and Charles bridge. So we <sup>3</sup> very cheaply but we <sup>4</sup> was not in a very good condition. About an hour after we <sup>5</sup> Karlovy Vary, the car <sup>6</sup> down) in the middle of the highway. In the end, it <sup>7</sup> (leave) (break) (take away) to the nearest garage (our car/repair) at the garage (take) over three hours (must) pay a lot of <sup>11</sup> (refund) to us by the car hire company! Can you believe it? The worst trip you can imagine!

And how are things with you? On holidays already?  
Take care and write back soon,

Eva

6 Look at the instructions for the exam task below. Match the bulleted points to the appropriate parts of the email above.

You saw this post on an internet forum, posted by Bethany:

Everyone is talking about great holiday trips and wonderful destinations! How about a trip that went wrong? What has been the worst trip of your life? Take part in the competition and send me an email, prizes will include...

Write a letter describing the worst trip you have been on.

- give details of where you went
- give details of what went wrong

ALL SECTIONS OF THE BOOK ARE COMPLEMENTARY AND OFFER PREPARATION FOR EACH PART OF A TYPICAL EXAM:

### READING: TRUE/FALSE

## SPEAKING: PHOTO DESCRIPTION

REFERENCE PART

THEMATIC PART

GRAMMATICAL

GRAMMAR - COUNTERFACTUALS IN ENGLISH - LECTURE 10

## REFERENCE PART

- information about the exam and explanation of exam strategies
- a set of language functions and useful expressions
- practice exercises and typical exam tasks
- models for various types of writing tasks

## THEMATIC PART

- **examworkout** tasks offer a step-by-step preparation for the actual exam tasks
- **examtask** exercises provide exam practice in an exam-like context
- **VOCABULARY** and **WORDBANK** sections in every unit offer a useful vocabulary revision tool

## GRAMMAR

- grammar structures useful for all parts of the exam
- grammar theory explained in an approachable way and presented with memorable examples
- **EXAM PRACTICE** tasks show how a particular grammar structure can be used to complete various types of exam tasks

# 1 PEOPLE, FAMILY AND SOCIAL LIFE

**WARM-UP**  
 This is a lead-in to the unit. Write on the board: *I am human because... / Humans are wonderful because... / Humans are dreadful because...* Ask the students to complete the sentences. Ask for a few responses to be read aloud. If there are quite a few interesting or funny responses, you can display them in your room.

## VOCABULARY

The whole section can be set as homework. To check exercises 2 and 7, play the recorded dialogues.

### ANSWERS

2 1 socks 2 sandals 3 underpants 4 shorts 5 jumpers  
 6 hat 7 scarf 8 gloves 9 trunks  
 3 1 head 2 cheek 3 nose 4 chin 5 mouth/lips 6 eye  
 7 ear 8 neck 9 shoulder 10 hand 11 fingers 12 chest  
 13 stomach 14 arm 15 knee 16 hip 17 thigh 18 ankle  
 19 wrist 20 foot  
 4 2 wavy 3 ponytail 4 moustache 5 jeans 6 sweater  
 7 anorak 8 boots  
 5 1 sensible 2 bossy 3 relaxed 4 sensitive 5 ambitious  
 6 friendly 7 reliable 8 rebellious 9 cheerful 10 selfish  
 6 1f 2h 3a 4b 5g 6c 7d 8e  
 7 1 clubbing 2 play 3 entertainment 4 watching 5 go out  
 6 listen 7 dance  
 8 1 get 2 have 3 go 4 play 5 take

## READING 1

After doing Exercise 1, you can ask students to read the text quickly to find out if any of their ideas appear in it. Apart from including vocabulary for family life and everyday activities, the text touches on important social issues. The aim of Exercise 4 is for students to reflect on children's standard of living in their country. When they have written the profiles, they should compare them in small groups.

### ANSWERS

2 1F 2F 3F 4F 5T 6T  
 3 1 an only child 2 cousins 3 orphan 4 elderly  
 5 pocket money 6 lie in

## LISTENING 1

If students have difficulty thinking of ideas in the pre-listening task, you can write the following prompts on the board or read them aloud: *height / build / proportions of the body / strength and fitness / skin colour / hair / intellect / personality.*

## ADDITIONAL ACTIVITIES

### 1 Exploring ideas

When discussing Exercise 3, ask students to recall some of the predictions the speaker makes about future humans. Ask if they think these ideas might be true.

### 2 Exploring language

Play the recording from *Look around you...* What do you see? to *We're all so different!* again and ask students to write down as many words describing appearance as they can. Students compare lists in pairs or groups and choose 4-5 words to describe themselves.

### ANSWERS

2 1a 2b 3b 4a 5c 6c

## USE OF ENGLISH – OPEN CLOZE

The aims of the *Workout* are to make students aware that it is useful to read the text first ignoring the gaps, to get the general idea of what it is about, and that considering grammar of the text and the words that come before and after the gaps are both equally important when doing this type of task. As a follow-up task, you can ask the students if they have ever felt „test anxiety” and ask them to share their own ideas about how to beat it.

### ANSWERS

#### 1a

- Test anxiety is a type of performance anxiety.
- When performance is important.
- Use stress to your advantage, learn to accept mistakes, try to relax.

#### 1b

1a 2c 3h 4e 5f 6b 7g 8d

#### 1c and 1d

Students' own answers.

#### 2

1 have 2 so 3 of 4 an 5 out 6 that 7 if 8 them

9 feel/are 10 takes

## READING 2

## examworkout

The aim of the *Workout* is to demonstrate the process of selecting the right answer in a multiple choice exercise, by first eliminating the obviously wrong one(s), then analysing the remaining ones and identifying the elements that make all but one of them not quite correct.

## examtask

The same strategy as in the *Workout* can be used especially in answering questions 2,3 and 5.

### ANSWERS

#### 2

1 Option C  
 2 Option A: You present women as object that are nice to look at.

Option B: She had to go to hospital to be treated for anorexia.

Option D: Why don't you print articles about women who are brave or intelligent, or who have done something special for other people?

3 Suggested answers: ...the consequences for other people./...what might happen as a result.

4 Option B.

#### 3

1B 2C 3D 4C 5D 6C

4 Not very important: appearance, perfect teeth, a sexy body, looking like a skinny model.  
 Important: a lively personality, being friendly, being generous, a sense of humour.

**LISTENING**  
 The quiz is in number of 1 in pairs. If you question the

**ANSWERS**  
 2 1T 2F 3F

**SPEAKING**  
 exam

The aim useful la task in E

**ANSWE**

1 1 WH  
 2 W  
 3 C  
 4 H  
 5 H  
 6 C  
 2 1c

**SPEAKING**  
 exam

In th cou pict pre her

**ANSWER**

1  
 W  
 e  
 T  
 S  
 i

... What do you  
ask students to  
appearance as they  
roups and choose

nts aware that  
gaps, to get  
t considering  
ne before and  
hen doing  
n ask the  
nd ask them

nt mistakes,

m

cess

ne(s),  
the  
correct.

nice

### **LISTENING 2**

The quiz is intended for men. If you have about the same number of boys and girls in your class, girls interview boys in pairs. If you have more girls, in some groups two girls question the same boy.

#### **ANSWERS**

2 1T 2F 3T 4T 5F 6T

### **SPEAKING 1**

#### **examworkout**

The aim of the *Workout* is to provide students with some useful language that they could use when doing the exam task in Exercise 2.

#### **ANSWERS**

- 1 1 What do you like doing in your free time?
- 2 What are some of your good and bad qualities?
- 3 Could you please describe one of your friends?
- 4 Have you got any brothers or sisters?
- 5 How do you spend time with your friends?
- 6 Can you tell me something about your family?

2 1c 2d 3f 4b 5a 6e

### **SPEAKING 2**

#### **examworkout**

In the oral exam, many students do less well than they could because they do not know what to say about the picture. The *Workout* introduces an effective strategy to prevent that from happening: the candidate should ask herself/himself a series of set questions about the picture.

#### **ANSWERS**

- 1 The student can't think of much to say about the picture.

### **WRITING – INFORMAL LETTER**

#### **examworkout**

The *Workout* should be done in class and the writing itself set as homework. Its aims are to provide the students with some natural-sounding phrases they can include in their letter and to revise opening and closing phrases for personal letters. Encourage students to use the WORDBANK and the texts in the unit to choose words and phrases to describe appearance and personality.

#### **ANSWERS**

**1a** Positive: 3, 4, 6, 7  
Negative: 1, 2, 5, 8  
**1b** Openings: Dear Kitty, Hi Ricky.  
Endings: Love, All the best, Best wishes, Yours,

### **REVISION ACTIVITY**

Distribute blank slips of paper. Students write their names on them and put them in a hat or a box. Everyone then draws a slip and has to write a description of the person they drew without mentioning the name. Write the following prompts on the board: Appearance / Clothes today / Personality / Likes and dislikes / Mood today. The descriptions are all placed on the board and everyone has to find the description of themselves. Use your judgement to decide if there is any risk of nastiness towards any individuals!

## 2 HOME

## WARM-UP

This activity works at any stage in the unit. Prepare a lot of slips of paper approximately A6 in size, sticky tape, drawing pins and blu tack. Ask students to label all the parts of the room (e.g. walls, windows) and all the furniture and furnishings (desks, radiators etc.)

## VOCABULARY

The whole section can be set as homework except Exercise 3 (pair work, speaking). Exercise 6 is checked by listening to the recording of the dialogue. Afterwards, you may ask students to read the dialogue in pairs, trying to imitate the intonation of the recording.

## ANSWERS

- 1 1 fence 2 gate 3 drive 4 garage 5 balcony 6 roof  
7 chimney 8 window 9 door 10 sofa 11 rug 12 TV  
13 floor 14 cooker / oven 15 bath / bathtub 16 curtains  
17 washbasin 18 bed 19 wardrobe 20 desk 21 chair  
22 lamp / light
- 2 1 garage 2 garden 3 balcony 4 drive 5 gate 6 fence  
7 roof
- 4 1 fridge 2 cupboard 3 sink 4 freezer 5 microwave  
6 cooker 7 dishwasher
- 5 1g 2h 3e 4b 5c 6a 7d 8f
- 6 1 renting 2 details 3 located 4 views 5 public  
6 underground 7 bedrooms 8 living room 9 furnished  
10 rent 11 per 12 advance
- 7 Do: do the dishes / the washing up, do the housework,  
do the ironing, do the shopping, do the washing  
OTHER VERBS: cook dinner, vacuum the floors, clean the  
bathroom, put away your clothes, clear up the mess
- 8 A move house / in / out; pay the rent; go home; feel  
homesick; stay at home / in  
B pay the bills; see someone home; lock the door;  
get home; share a flat / a room
- 9 A 1 pay the rent 2 moving out / moving house  
3 felt homesick 4 stay in / stay home 5 go home  
B 1 pay the bills 2 see you home 3 got home  
4 share a room 5 lock the door

## READING 1

In Exercise 1, as in all speaking exercises, encourage students to *prepare* what they are going to say before they start talking. They should look at WORDBANK (p. 85), especially at the sections 'Types of houses and flats' and 'Condition and size'.

In Exercise 5, encourage students to use the property ads from the reading material as models. If there is time, the activity can be extended: display all the ads on a notice board, ask students to come up and read them and to talk to someone whose flat they would like to buy. Use your judgment as to whether this might result in any unkindness to students who are not well off.

## ANSWERS

- 2 1C 2G 3A 4E 5D 6F  
House B doesn't match any of the questions.
- 4 **types of houses and flats:** studio flat, terraced house, semi-detached house, residential building, bedsit, tower block  
**adjectives and phrases to describe houses and flats:** in very good condition, bright, modern, spacious, roomy, recently renovated, extended, modernised, stylish, furnished, unfurnished  
**furniture and furnishings:** shower, fitted kitchen, fitted wardrobe, leather sofa, coffee table, bookcase

## LISTENING 1

## ADDITIONAL ACTIVITY

If there's time, you can hand out copies of the tapescript and ask students to underline all the words connected with the topic of housing. If students have got the spidergrams they made in Reading 1, Exercise 4, they can add more types of houses to them: *cottage, bungalow, chalet, penthouse, skyscraper*.

## ANSWERS

- 2 1C 2A 3A 4C 5B

## USE OF ENGLISH – SENTENCE TRANSFORMATIONS

## examworkout

The aim of the *Workout* is to encourage the students to predict what grammar structures they are supposed to use in the given set of transformations before they actually start doing the exam task. In this way the students will find it easier to complete the second sentence according to the exam task requirements, as well as to double check their answers at the end of the exam. It could be useful to remind students to keep the meaning of the new sentence as close as possible to the original sentence (for example, by making sure that they use the same tense.)

## ANSWERS

- 1 1B 2D 3C 4A 5E
- 2 1 Jenny asked me how on earth I had known that.  
2 I should have my car repaired.  
3 If John were rich, he would go for a trip around the world.  
4 I have been living here for more than ten years.  
5 It's not warm enough to go swimming.
- 3 1 This room is too small for me.  
2 I need to have/get the living room painted.  
3 I asked the landlord how much the rent was.  
4 I have been living here for years.  
5 If I could afford a house with a big garden, I would buy it immediately.

**READING 2****examworkout**

The purpose of the *Workout* is to make students aware of how quantifiers change the meaning of sentences, and the implications for answering True/False questions. People often fail to notice that 'most people' does not mean the same as 'all the people', or that 'almost nobody' is not synonymous with 'nobody'. You may wish to do the grammar section on quantifiers (p.194) before starting the *Workout*. You can also tell students to read or re-read exam strategies for true/false tasks on page 23.

**examtask**

In the exam task, the answers to points 2 and 4 rely on the idea presented in the *Workout*. It is worth pointing that out when checking answers.

**ANSWERS**

1 1C 2F 3A 4E 5B 6D  
 2 1X 2✓ 3✓ 4X 5X  
 3 1T 2F 3F  
 4 1T 2F 3F 4T 5F 6T

**LISTENING 2**

Exercises 4 and 5 aim at rounding up all the vocabulary from the unit. Encourage students to look through the unit and use **WORDBANK** when preparing to talk.

**ANSWERS**

2 1T 2F 3F 4T 5F 6T  
 3 *in their bedroom*: under the beds, in the chest of drawers, in the wardrobe, on top of the wardrobe, on the bookshelf;  
*in the kitchen*: in the oven, in all the cupboards, under the sink, in the microwave, in the fridge;  
*in the bathroom*: behind the mirror, in the shower, behind the toilet;  
*in the living room*: behind the curtain, under the coffee table, on the sofa where their mother is sitting

**SPEAKING****examworkout**

The aim of the *Workout* is to provide students with some functional language and ideas they could use when doing the exam task.

**ANSWERS****1A**

- public transport: 3, 6
- access to cultural events: 1
- shopping opportunities: 2, 4
- education and employment opportunities: 5

**WRITING – LETTER OF ENQUIRY****examworkout**

The aim of the *Workout* is to prepare useful language: vocabulary related to the topic, opening and closing phrases appropriate in formal letters and indirect questions. It is recommended to do the section on indirect questions from the Grammar part (p. 203) before starting the *Workout*. There is a model letter of enquiry in the Reference Part (p. 50). After all the preparation work, the writing itself is best set as homework.

**ANSWERS**

**1b** 1 Dear Sir or Madam,  
 2 I am writing to enquire / to ask about the house / flat advertised...  
 3 I look forward to hearing from you. Yours faithfully, / Yours sincerely,  
**c** 2 How far is it to the nearest post office?  
 3 Are there any sports facilities in the area?  
 4 Has the house been redecorated recently?  
**d** 2 Could you please let me know how far it is to the nearest post office?  
 3 Do you happen to know if there are any sports facilities in the area?  
 4 I would also like to ask if the house has been redecorated recently.

**REVISION ACTIVITY**

Students work in pairs. Distribute large (A3–A4) sheets of paper and ask students to do the following activity:

- 1 Ss open their books to the **WORDBANK** (p.85) and draw a picture containing as many of the things and ideas listed there as they can – at least 12. Encourage them to include not only objects, e.g. 'coffee table', but also phrases, e.g. 'do the dishes' or 'share a room'.
- 2 Pairs get together in groups of four or more and show one another their pictures. First they try to name as many things as they can in each other's pictures/ describe each other's pictures. Then the pair who drew the picture point out the elements the others didn't notice.

## 3 SCHOOL

**WARM-UP**  
SCHOOL  
Write the title SCHOOL on the board, and underneath write the headings times of schools, places in a school, people in a school, subjects, things used at school. All students come to the board (in groups of 3–5, depending on how much chalk or how many whiteboard pens you have got) and write 2 words each, each one in a different category.

**ANSWER**  
The whole section can be set as homework except Exercises 3 and 9. These can be done while checking those done at home. It is important to communicate to students that not all school concepts can easily be translated into your language, as school reality differs from one country to the next.

**ADDITIONAL VOCABULARY INFORMATION**

The British have A-levels, but the term might be unfamiliar to anyone who's not from Britain. The most confusing word of all, however, is *college*. Here is a note on its different meanings and usage:

**The meaning of college**

Most generally, a college is a place where students go to study after they've finished school. More specifically...

- It can be an institution of higher education with a lower status than a university.
- A college of further education (especially in Britain) is a place where students are trained for a specific job, e.g. a secretarial or agricultural college.
- In old universities, such as Oxford and Cambridge, colleges are independent parts of the university, located in separate (often historic) buildings. They are not like departments in that the division is not related to the subjects studied – a college offers many different subjects, and the same subject can be studied at different colleges. Students may also live at their college.
- Sixth-form college is an upper secondary school for students over the age of 16, preparing to take A-levels.
- Community colleges are local, state-owned educational institutions which run courses for adults (for example computing, dancing or flower arrangement).

**ANSWERS**

1 1b 2c 3a 4f 5d 6e  
 4 1f 2e 3a 4g 5h 6b 7c 8d  
 5 1 students 2 examiner 3 lecturer 4 head teacher, deputy head 5 classmate 6 staff  
 6 1c 2i 3f 4h 5g 6d 7a 8b 9e  
 7 1 board / blackboard, chalk 2 notebooks 3 files / folders 4 textbook 5 rubber, pencil case 6 locker  
 8 prepared for – took – failed – retook – passed OR, as one student pointed out: took – failed – prepared for – retook – passed  
 10 1 form 2 fees 3 competition 4 certificate 5 mark 6 staff 7 results  
 11 1 make 2 do 3 do 4 made 5 do 6 making 7 doing 8 make 9 doing 10 do

**READING 1**

In Exercise 1, let the students walk around the classroom and interview others about their ideas. You may set a limit on the number of people they talk to. Ask five people. Next, you may ask students to read the texts quickly to find out if they contain any of their ideas.

**ANSWERS**

2 1B 2C 3B 4B 5A

4 study hard; revise for exams; learn things by heart; do your homework; take notes; hand in homework

**LISTENING 1**

In Exercise 3, ask a few pairs to perform their dialogues in front of the class.

**ANSWERS**

2 1F 2N 3F 4F 5T 6N

**USE OF ENGLISH – WORD BUILDING****examworkout**

The aim of the *Workout* is to make students aware that various words might be made from the same root word, including antonyms made with prefixes and suffixes.

**ANSWERS**

1a	ADJECTIVE	ADVERB	VERB	NOUN
	different	differently	differ	difference
	happy	happily		happiness
	able		be able	ability
	low		lower	low
	fair	fairly		fairness
	educated	educationally	educate	education
	easy	easily		ease
	powerful	powerfully	power	power

1b indifferent, unhappy, unable, unfair, uneducated, powerless

2 1 different 2 happily 3 ability 4 lower 5 unfair 6 education 7 easily 8 powerful

**READING 2****CULTURE NOTE – The Bronx**

The Bronx is one of the five boroughs (districts) of New York. The other four are Brooklyn, Manhattan, Queens and Staten Island. President John F. Kennedy as well as actors Al Pacino and Jennifer Lopez were born in the Bronx.

Hip-hop music and breakdancing originated there. The Bronx has experienced serious social problems in the 1970s and 1980s. Since the 1990s efforts have been made to improve the quality of life in the borough, and these have begun to show positive results.

ANSWERS  
There aren't really  
the question is  
an area with so  
compare their i  
to read the tex  
for the place d  
Suggested ans  
1 a lot 2 high  
7 quite a lot o  
1F 2T 3T 4T  
Suggested an  
1 more lesso  
plus Saturda  
2 weekly tes  
3 lots of sup  
4 students  
5 constant  
6 hard-wor  
7 singing,  
8 the orch  
9 extra-c  
10 field t  
5 academi

**LISTENIN****examw**

The purp  
that wor  
is played  
be makin  
Another  
same w  
the sen  
togethe

**ANSWI**

2 1D  
3 stri  
4 1G  
5 1d

**SPEA**

exa  
The  
and  
58–

**AN**

1a  
1b

**ANSWERS**

1 There aren't really correct and wrong answers here, since the question is *what might be true about a school in an area with social problems*. You can ask students to compare their ideas in groups. Then, you can ask them to read the text quickly to find out the correct answers for the place described in the text.

Suggested answers:

1 a lot 2 high 3 good 4 poor 5 regardless of 6 more  
7 quite a lot of

2 1F 2T 3T 4T 5F 6F

3 Suggested answers:

1 more lessons (from 7.25 a.m. to 5.00 p.m. on weekdays, plus Saturdays and 3 weeks in the summer)

2 weekly tests and quizzes

3 lots of support

4 students can phone teachers for homework help

5 constant communication with parents

6 hard-working, creative, motivating teachers

7 singing, chanting and movement

8 the orchestra

9 extra-curricular activities: art., PE, business studies

10 field trips

5 academic results; academic skills; academic record

**LISTENING 2****examworkout**

The purpose of the *Workout* is to make students realise that work on a listening task starts *before* the recording is played: while reading the questions, they should be making predictions about what they might hear. Another point worth emphasizing is that when the same word appears in one of the recordings and one of the sentences, it does not necessarily mean the two go together. The use of the word *strict* is an example.

**ANSWERS**

2 1D 2A 3B

3 strict

4 1G 2B 3H 4D 5A 6E

5 1d 2e 3a 4b 5c

**SPEAKING 1****examworkout**

The *Workout* focuses on functional language: suggesting and disagreeing. Encourage students to consult pages 58–61 of the Reference Part.

**ANSWERS**

1a 1 organising 2 go 3 going 4 doing 5 to behave  
1b Polite: *I see your point, but..., I see what you mean but..., I'm afraid I can't agree with you about that., I am not sure it's very educational.*

**SPEAKING 2****examworkout**

The focus of the *Workout* is the use of present tenses in photo description: present continuous prevails, as it is used to say what people are doing; state verbs appear in the present simple. You may wish to do the section on present tenses in the Grammar part (p.174) before starting the *Workout*.

**ANSWERS**

1 1 is painting 2 is concentrating 3 is enjoying 4 is helping  
5 is showing 6 are sitting 7 are preparing 8 likes 9 seems

**WRITING – FORMAL LETTER (A LETTER OF ENQUIRY)****examworkout**

The aim of the *Workout* is to emphasise the importance of including all the information required by the rubrics in the writing task and to present ways in which students can develop their answers.

**ANSWERS**

1a: The writer has included all the bullet points but the letter is not properly developed – it is too short and does not include a proper closing line.

1b: Dear Sir or Madam, *I have read your advertisement and I am interested in taking a course. However I would like to know some more details. Could you please tell me something about the school's facilities? For example, is there a computer room and a library? I also wonder about the social activities that you mentioned in the advertisement. What are they exactly? Finally, may I ask you to let me know the price of a one month General English course? Yours sincerely,*

**REVISION ACTIVITY**

Ask students to think of some memorable school experiences. Students then look through the Vocabulary section (pp.86–87) and WORDBANK (p.93) and choose at least 15 words/phrases to use in describing one particular experience. If there is time, ask students to first tell a partner about the experience, and then write about it, using the selected vocabulary. If time is short, do either the speaking or the writing, depending on the needs of your class.

## 4 WORK

### WARM-UP

This is intended as a lead-in to the unit, but it can also be done at the start of any lesson within it. It's best if students sit in a semi-circle for this activity. The first student says the name of a job. The second student has to say a word they associate with that job (for example, doctor - hospital). Then the second student names a job and the third one has to give an association, and so on. The same jobs must not be repeated.

### VOCABULARY

The whole section can be set as homework except Exercise 4, which can be done after checking Exercises 1-3. It is also worth listening to the dialogue in Exercise 9. You may then wish to ask students to read it in pairs.

### ANSWERS

- 1 1 accountant 2 director 3 electrician 4 librarian  
5 musician 6 politician 7 computer programmer  
8 postman / postwoman 9 psychologist  
10 photographer 11 scientist
- 2 1d 2e 3f 4g 5c 6b 7a
- 3 1d 2g 3a 4f 5b 6c 7e
- 5 1 nurse 2 plumber 3 doctor 4 vet 5 waiter 6  
mechanic 7 lawyer 8 hairdresser
- The vertical word is SERVICES
- 6 1 badly-paid 2 temporary 3 part-time
- 7 1 apply 2 advertisement 3 CV 4 qualifications  
5 experience 6 responsible 7 skills 8 interview
- 8 1c 2e 3f 4g 5a 6d 7b
- 9 1c 2c 3a 4b 5a 6c 7b
- 10 1 for 2 as 3 on 4 of 5 for 6 for 7 for 8 on

### READING 1

#### examtask

Students may ask why title D is not appropriate for part 1. There are two reasons:

- 1 the ad states that candidates with musical or sports ability are preferred, so an interest in music is not a requirement;
- 2 'artistic' in English describes a person good at visual arts, not at any art form, e.g. music.

### ADDITIONAL WRITING ACTIVITY

Ask students to imagine they are doing one of the jobs described in the text and to write a postcard to a friend describing their day. In groups, students swap and read each other's postcards.

### ANSWERS

- 3 1C 2F 3E 4G 5A 6B  
Headings D and H are extra.
- 5 1 post 2 vacancy 3 Overtime 4 reference 5 shift  
6 Odd jobs
- 6 1d 2a 3e 4b 5c

### LISTENING 1

#### ADDITIONAL ACTIVITY

After finishing the section, you may ask students to work in pairs and make their own conversations, choosing one of the situations listed in Exercise 1 (job interview etc.)

### ANSWERS

- 1 1d 2e 3a 4f 5b 6c
- 2 1B 2A 3C 4F 5D  
'E' doesn't match any of the conversations
- 3 1 salary 2 benefits 3 paid holiday 4 sick pay 5 day care
- 4 bus driver, driving instructor, factory worker, cook, postman, sales rep (representative)

### USE OF ENGLISH – MULTIPLE CHOICE

#### examworkout

The aim of the *Workout* is to present how one of the exam strategies could be applied while doing a multiple choice exercise. Students are provided with a set of questions they should consider before making their final choice.

### ANSWERS

- 2 1B 2C 3A 4D 5A 6B 7D 8A

### READING 2

Pre-teach *perks*, *germs*, *drawer*, *famine*, *manual labour*. You can use this matching exercise if you like, or just the definitions from it:

1 perks	a work done with your hands
2 germs	b a situation when many people have little or no food and many die
3 drawer	c additional benefits at work, for example a company car
4 famine	d a part of a desk that can be pulled out
5 manual	e bacteria
labour	

(Answers: 1c 2e 3d 4b 5a)

### ANSWERS

- 2 1A 2D 3C 4A 5C
- 3 1 long 2 working 3 from 4 applying 5 strike

### LISTENING 2

Some of the terms in the survey may need explaining, for example like this:

*varied* – not the same all the time

*worthwhile* – important, interesting and worth doing  
*recognise* someone's achievements – to notice and appreciate them

*supportive* colleagues – colleagues who support you

### ANSWERS

- 2 1 Friendly supportive colleagues 2 Enjoyable work  
3 Good boss or manager 10 High salary
- 3 1F 2T 3T 4F 5F
- 4 1 staff 2 profits 3 off 4 charge 5 hand

### SPEAKING

**examworkout**  
This *Workout* focuses on some vocabulary the students can use to express uncertainty.

### ANSWERS

- 1 1 do 2 job 3  
6 well-paid
- 2 1e 2f 3a 4b

### WRITING – 1

**examworkout**  
The aims of this *Workout* are to help students practise some of the exam strategies and to help them understand what they need to do when they are asked to write a short text.

- 1
- a Inclusion  
(2) do  
you  
are  
and
- b Iteration  
c 2, 4  
d 1, 6  
e 1, 2
- f

R  
Ss  
re

1

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**SPEAKING****examworkout**

This *Workout* focuses on questions that the examiner might ask during the first part of the exam. It also reviews some vocabulary related to *Work* and phrases that the students can use to play for time and express their uncertainty.

**ANSWERS**

1 1 do 2 job 3 for, company 4 salary, work 5 team  
6 well-paid  
2 1e 2f 3a 4b 5c 6d

**WRITING – LETTER OF APPLICATION****examworkout**

The aims of the *Workout* are:

- Exercises a–c: To point out a common mistake candidates make in the exam: not including some of the information required by the rubric. You may want to refer to the Reference Part, pp. 46–48 and p. 52.
- Exercise d–f: To prepare language which will help students do the exam task: vocabulary, linking words, and a first sentence.

**ANSWERS**

1  
a Include (1) details of the position you are applying for, (2) describe your professional experience, (3) say why you would like to get the job and (4) why you think you are a suitable candidate, (5) describe your level of English and (6) your experience in using it in practical situations.  
b Items 3, 4, 6 are missing.  
c 2, 4, 5  
d 1e 2c 3d 4f 5a 6b  
e 1 I am very patient and I also like working with children.  
2 I am very patient and I like working with children as well.  
3 As well as being very patient, I like working with children.  
f I would like to apply for the position of waiter advertised in the *Guardian* on May 28.

**REVISION ACTIVITY**

Ss open their books to the **WORDBANK** (p.101). Students read through the section 'jobs' and choose the job they would **least** like to do. In pairs, they tell each other their choices. The partner's role is to write at least 4–5 arguments why that job is in fact *perfect* for their partner. They have to use at least 6 words or expressions from the word list. They then read their arguments either in pairs or in small groups. Monitor the activity and choose some of the best/funniest arguments to be read to the whole class.

## 5 FOOD

## WARM-UP

This is intended as a lead-in to the unit, but it can also be done at the start of any lesson within it. Write on the board: Are you hungry? What would you like to eat and drink right now? Students ask and answer these questions in small groups. (Alternatively: students stand up and ask the questions of at least five classmates.)

## VOCABULARY

The whole section can be set for homework. When checking Exercise 3, you can ask a few students about their preferences: How do you like your tea, weak or strong? What kind of water do you prefer? etc.

## ADDITIONAL VOCABULARY INFORMATION

The meaning of *pudding*

Pudding means so many different sweet and savoury things that you can't help wondering why English speakers don't fall into total confusion. Here are the main meanings:

## SWEET

- In Britain, *pudding* can be synonymous with *dessert*, as in: What's for *pudding*?
- It can also be one of several types of sweet dish, a sort of cake with fruit or jam in or on it, often served hot, e.g. *treacle pudding*, *Christmas pudding*, *sponge pudding*, *summer pudding*.

## SAVOURY

In Britain, *pudding* can be a hot dish similar to a pie, made of pastry filled with meat and/or vegetables and/or gravy: *Yorkshire pudding*, *steak and kidney pudding*.

## ANSWERS

1 1g 2d 3a 4b 5f 6c 7e

2 (The words in italics are sample answers.)

Cereal products: breakfast cereal, pasta, rice, rolls, *bread*, *cornflakes*

Vegetables: cabbage, cauliflower, cucumber, green peas, lettuce, radish, red pepper, sweetcorn, *potato*, *tomato*, *carrot*

Fruit: apricot, cherry, grapes, peach, pear, plum, strawberry, watermelon, *apple*, *banana*, *orange*

Meat: bacon, beef, pork, sausage, steak, turkey, *ham*, *chicken*

Fish and seafood: cod, herring, tuna, *salmon*, *prawns*

Dairy products: cottage cheese, eggs, milkshake, yoghurt, *milk*, *cheese*

Fats and sweets: chocolate, margarine, olive oil, *butter*, *cakes*, *ice cream*

3 1d 2e 3f 4a 5c 6b

4 1g 2e 3f 4a 5b 6d 7c

5 1h 2g 3c 4i 5e 6f 7a 8b 9d

6 1 breakfast 2 barbecue 3 packed lunch 4 dinner 5 snack 6 picnic

7 1e 2f 3d 4a 5c 6b

8 1 Cook a meal 2 Lay the table 3 Have a meal

4 Clear the table 5 Do the washing up

9 1 lose 2 go 3 put on 4 junk 5 low 6 high 7 vegetarian

## READING 1

School lunches are a pet hate in many schools. If that's the case in yours, you can give students the opportunity to complain and say what they think should be changed, as long as they do it in English.

## ADDITIONAL VOCABULARY INFORMATION

English names of meals can be confusing. The most common situation nowadays is as follows: Most people have *breakfast* in the morning, *lunch* some time between noon and 1.30 (the size of this can vary greatly depending on the person), and *dinner* – the largest meal of the day, in the evening. Fewer and fewer people have *tea* (a small afternoon meal) or *supper* (a late-evening meal), as most people nowadays try to avoid overeating.

## ANSWERS

2 1C 2A 3E 4B 5D

4 a Noodles b veg c buffet d soft drinks e Pasta

## LISTENING 1

## ADDITIONAL ACTIVITY

After completing the section, put these questions on the board. Students ask and answer in pairs.

Have you seen any TV advertisements for food recently? What sorts of foods were advertised? Did you buy any of them?

## ANSWERS

3 1 eat 2 food 3 crisps 4 burgers 5 apples 6 ten  
7 aggressive 8 fell 9 80%

## USE OF ENGLISH – MULTIPLE CHOICE

## examworkout

The aim of the *Workout* is to remind students that even though it is not a reading exercise, they should first read the text ignoring the gaps, to get the general idea of what it is about. Only then should they start to complete the gaps using the given options. Exercise 2 uses the same options as the exam task, which shows how the same words might be used in a different context. You might want to have the students explain their choices before they proceed to doing Exercise 3 to make it easier for them to complete the actual exam task correctly.

## ANSWERS

1 1T 2F 3T

2 a since b isn't c on d enough

3 1D 2B 3D 4C 5B 6A 7A 8A

## READING 2

We hope students will enjoy some of the zany humour of the story. You can ask a few additional questions:

What does the sentence 'We haven't eaten in five hundred and seventy-six thousand million years' suggest? (That the characters have jumped in time.)

What do the last two lines tell us about Zaphod? (That he's got two heads.)

## ANSWERS

2 1c 2e 3g 4b 5f

3 1F 2T 3T 4T 5F

5 1 order 2 interest

6 1 boiled 2 fried 3

## LISTENING 2

If you find out from your students do

further questions

• How important

• tasty food,

• how much foo

• what the place

• quick service,

• polite service,

• the cost?

• Which restaura

• What was the

to and why?

## ANSWERS

2 1 Find a ta

4 Have a s

7 Ask for

3 1C 2B 3A

## SPEAKING

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The Worko  
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## ANSWERS

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1c A

1d

**ANSWERS**

2 1c 2e 3g 4b 5f 6d 7a  
 3 1F 2T 3T 4T 5F 6F  
 5 1 order 2 interest 3 don't you 4 have 5 glass, please  
 6 1 boiled 2 fried 3 grilled 4 mashed 5 roast

**LISTENING 2**

If you find out from responses to Exercise 1 that many of your students do eat out and enjoy it, you can introduce further questions for discussion in pairs/small groups:

- How important are these things to you in a restaurant:
  - tasty food,
  - how much food you get,
  - what the place looks like,
  - quick service,
  - polite service,
  - the cost?
- Which restaurant(s) do you like best?
- What was the most unusual restaurant you've ever been to and why?

**ANSWERS**

2 1 Find a table 2 Read the menu 3 Order  
 4 Have a starter 5 Have a main course 6 Have a dessert  
 7 Ask for the bill 8 Leave a tip  
 3 1C 2B 3A 4B 5B

**SPEAKING 1****examworkout**

The *Workout* focuses on two areas: functional language for negotiating and building an extended response.

**ANSWERS**

1 1 think 2 good 3 sure 4 better 5 about 6 What

**SPEAKING 2****examworkout**

The *Workout* here encourages students to prepare the language they are going to use in their descriptions (remind them that this is something they should always do.)

**ANSWERS**

**1a** Suggested answers: a group of *young* people, *fresh/healthy/delicious* vegetables, *sunny* weather, *tasty* sandwiches, *vegetable* salad, a *plastic/large* bowl, *paper* plates, *slim* girls, a bottle of *red* wine.

**1b** have a snack, unpack the basket, slice a tomato, pour a glass of wine

**1c** A: *fresh/healthy/delicious* vegetables, *vegetable* salad, a *plastic/large* bowl, *slim* girl, slice a tomato.  
 B: a group of *young* people, *sunny* weather, *tasty* sandwiches, *paper* plates, a bottle of *red* wine, have a snack, unpack the basket, pour a glass of wine.

**1d** Suggested answers: A – mix, prepare; chop. B – sit, eat, relax.

**WRITING – NOTE****examworkout**

The *Workout* illustrates how following the bullet points one by one, perhaps writing one paragraph for each, is a simple but effective way of structuring a text and at the same time making sure that you do not leave out any information required by the rubric.

**ANSWERS**

**1**  
 1 Donny,  
 2 Help! I've got a problem. Jim hurt his leg playing football today and I have to take him to the clinic.  
 3 It's nothing serious, but I can't prepare the Greek salad I promised to bring to the party. Could you please do it for me?  
 4 The tomatoes and peppers are on the kitchen table, and the onions, olives and cheese are in the fridge. Just chop everything and put it in a bowl with some olive oil!  
 5 I'm really sorry to bother you; I hope it's not too much trouble. Thank you very much and see you in the evening.  
 6 Adam

**REVISION ACTIVITY**

Ss open their books to the **WORDBANK** (p.109).

- 1 Each student makes a shopping list of about 10–12 items. Encourage them to include some quantities and packaging (a carton of juice etc.).
- 2 Students have a minute to memorize their lists.
- 3 Students work in pairs. Each of them goes shopping, but has left his/her shopping list at home. First student A is the shopper and student B the shop assistant. A asks for all the items from his/her list he/she remembers, then checks the list to see what he/she has forgotten. Then they switch roles.

**WARM-UP**

This is a whole class activity. It works best if students are sitting in a circle or semi-circle. The teacher starts off by saying: *I went shopping yesterday and I bought some apples...* [or anything else that starts with an 'a']. The first student has to say: *I went shopping yesterday and I bought some apples and a/some b \_\_\_\_\_* [something that starts with a 'b']. Each next student has to repeat the whole list (which gradually becomes longer) and add one item starting with the next letter of the alphabet. Stop when everyone's added an item or when you've reached the end of the alphabet. Ideas for items starting with 'y' and 'x': some yoghurt or a yacht, and a xerox machine or a xylophone. At the end of the activity, you may ask the class to name some of the shops they must have been to in order to buy the items they named.

**VOCABULARY**

The whole section can be set for homework except Exercise 3. Exercises 5 and 9 should be checked with the recording, and it is worth asking students to read the dialogue from Exercise 5 in pairs, as it is an exam-type conversation.

**ANSWERS**

- 1 1 greengrocer's 2 off-licence 3 fishmonger's 4 bookshop 5 stationer's 6 newsagent's 7 furniture shop 8 DIY store 9 flower shop 10 petrol station
- 2 1 greengrocer's 2 chemist's 3 stationer's 4 flower shop 5 newsagent's 6 bookshop
- 3 A 5 B 4 C 6 D 2 E 1 F 3
- 4 1 shop assistant 2 queue 3 trolley 4 size 5 changing room 6 checkout
- 5 1 complaint 2 return 3 receipt 4 exchange 5 back 6 refunds 7 manager
- 6 1 c 2 b 3 a 4 e 5 d
- 7 1 e 2 d 3 a 4 f 5 h 6 c 7 g 8 b
- 8 1 price 2 off 3 offer; free 4 sale 5 discount 6 reduced
- 9 1 by 2 take / accept 3 in 4 on 5 by 6 machine

**LISTENING 1****ADDITIONAL ACTIVITY**

Directly after Exercise 2, read out these statements from the dialogue and ask students to shout and correct you if they hear one that's impossible.

- 1 I got your wine at the off-licence. ✓
- 2 I got some sausages at the greengrocer's. (at the butcher's)
- 3 I went to the baker's and got some rolls for breakfast. ✓
- 4 I got a new handbag... at the DIY store. (at a leather goods shop)
- 5 I got some lovely fresh fish at that big furniture shop in Camden. (at the fishmonger's)

**ANSWERS**

- 2 1B 2C 3B 4A 5C 6B

**READING 1****examtask**

You may wish to give your students these additional explanations:

Statement 3 is false because it says ... depending only on the price, and 'psrus' also mentions another criterion here: she uses when shopping: *If an advert irritates me, I make sure I never buy the product it's advertising.*

Statement 4 is false because 'Niall878' writes about car advertisements encouraging people to drive too fast, not to buy the cars.

**ANSWERS**

- 2 1T 2T 3F 4F 5T 6T
- 4

TYPES OF ADVERTISEMENTS	WHERE CAN YOU SEE / HEAR THEM?
hoardings	in the street
leaflets	in your letter box
jingles	on the radio
commercials	on the TV
brochures	in shops
glossy ads	in magazines

- 5 1 slogan 2 logo 3 brand name

**USE OF ENGLISH – OPEN CLOZE**

As a follow-up exercise you might want to encourage students to talk about places where they like and dislike shopping.

**ANSWERS**

- 2 1 in 2 the 3 had 4 be 5 many 6 were 7 it 8 most 9 too

**READING 2****examworkout**

The aim of the *Workout* is to practise interpreting pronouns, i.e. identifying the nouns they refer to in the text (Exercise 1), and then to use that knowledge to put removed sentences in the correct places in a text (Exercise 2). This skill can then be applied to the exam task.

**examtask**

Point out to students that interpreting pronouns will help them do the task. Pronouns referring back to nouns appear in the following sentences:

- A – 5 (they – your kids)
- B – 1 (he, his, him – my nine-year-old son)
- D – 3 (their – these kids)
- F – 2 (they – his old trainers)

While checking you may ask students who or what the pronouns refer to.

**ANSWERS**

- 1 she – my mo
- 2 gap 1 – C; ga
- 3 1B 2F 3D 4
- 5 1d 2c 3e 4
- 6 fashion lab

**LISTENING 2**

Some students...  
Culture notes...  
developing c...  
are getting c...  
their produ...  
exploited).

**ANSWERS**

- 2 1F 2D

**SPEAKING**

exam...  
The aim...  
languag...

**ANSWE**

1 Arg...  
like...  
of s...  
cor...  
Ar...  
he...  
to...  
E...  
g...

**WF****ex...**

The...  
la...  
w...  
fr...  
T...

**W****ex...**

The...  
la...  
w...  
fr...  
T...

**T****W****ex...**

The...  
la...  
w...  
fr...  
T...

**T**

**ANSWERS**

1 she – my mother / her – my mother / ones – jeans  
 2 gap 1 – C, gap 2 – A  
 3 1B 2F 3D 4C SA  
 5 1d 2c 3e 4a 5b  
 6 fashion labels / fashion boutiques / fashion accessories

**LISTENING 2**

Some students may need help with the *Language and Culture* note. You may wish to explain the meaning of *developing countries* (= *Third World countries*) and/or *are getting a better deal* (= *are getting a better price for their products and better wages for their work, are not exploited*).

**ANSWERS**

2 1F 2D 3C 4E 5A

**SPEAKING****examworkout**

The aim of the *Workout* is to help students prepare the language they could use while doing the exam task.

**ANSWERS**

1 Arguments for: *It's useful./It shows we like him./Everyone likes.../It's a good present from an international group of students./If he doesn't like it, he can give it away./It's connected with his work.*

Arguments against: *We don't know if he likes.../I think he has probably got one already./It's too expensive/ too cheap./We don't know his size./It's not very original. Everyone gives... as a gift./I don't think it's appropriate to give...*

**WRITING – LETTER OF COMPLAINT****examworkout**

The aim of the *Workout* is to help students prepare all the language they will need to write the letter: stating what's wrong with the product and what action they expect from the seller, plus an appropriate first and last sentence. There is a model letter of complaint in the Reference Part (p.51).

**ANSWERS**

1a Sentences that could be used to complain about an mp3 player: 1, 3, 4, 5, 7, 8, 10.  
 b 1 replace / exchange 2 refund / back 3 refund  
 c First sentence: 2, last sentence: 3

**REVISION EXERCISE**

Encourage students to use the Vocabulary section and WORDBANK (p.117) while working on this activity. Every student writes a list of 6–8 things to buy and do in the coming week. Each of them should involve going to a different shop. You can put this example on the board:

*buy flowers for mother*

*get a new haircut*

While students are working on their lists, put the following phrases on the board:

*I need to...*

*There's a... just around the corner/next to the...*

Students should work in pairs and use their lists and the prompts on the board to have conversations like this:

– *I need to buy flowers for my mother.*

– *There's a flower shop just around the corner.*

## 7 TRAVELLING AND TOURISM

### WARM-UP

This warm-up works best before starting the Vocabulary section. Write on the board: 'Travel and Tourism'. Ask everyone to write down 10 words they associate with this topic. Allow 1 minute to 90 seconds. Students get together in small groups and compare their lists. Ask them to think of some categories into which the words could be divided. You may wish to write some of the suggested categories on the board.

### VOCABULARY

The whole section can be set as homework except Exercise 2. To add variety, you may wish to do the quiz (Exercise 12) in class as a competition (in pairs or small groups).

#### ANSWERS

1 air travel: plane, flight, terminal, runway  
 rail travel: sleeping car, dining car, platform, compartment  
 road travel: coach, motorbike, motorway, traffic jam  
 sea travel: ferry, yacht, harbour, cruise, voyage  
 2 A 4 B 5 C 2 D 1 E 3  
 3 1 flat tyre 2 petrol station 3 fined 4 speeding 5 braked  
 4 11 2) 3 A 4 C 5 F 6 H 7 G 8 E 9 B 10 D  
 5 1 guest house 2 tent 3 youth hostel 4 caravan 5 campsite  
 6 1 F 2 T 3 T 4 F 5 T 6 F  
 7 1 e 2 c 3 d 4 b 5 a  
 8 1 take 2 book 3 travel 4 go 5 miss  
 9 way  
 10 1 find my way 2 ask the way 3 are on our way 4 show me the way  
 11 1 see 2 set 3 meet 4 get  
 12 1 A, B 2 B, C 3 A, B 4 A, C 5 A, C 6 B, C 7 A, B

### READING 1

With a weak class, you might choose to pre-teach the highlighted words before reading (definitions can be found in Exercise 4), or ask students to look them up. Possible introductory reading activity: before starting the exam task, ask students to read the text quickly and find three bits of information that might be useful to them.

#### ANSWERS

2 1 month 2 cheaper 3 more 4 299 5 book 6 dangerous 7 member  
 3 30 – An Inter-rail pass is valid for 30 European countries. €399 – the price of an Inter-rail pass (second class) 26 – the age up to which you can use Inter-rail and Eurolines passes for young people €439 – the price of an under-26 Eurolines bus pass in high season €1 – cheap air fares start from €1 €30 – airport taxes which are added to the price of your plane ticket. €15 – annual YHA membership fee / price per night in a youth hostel 1 pass 2 rucksack 3 border 4 fare 5 high season

### LISTENING 1

If your students are tired of doing exam tasks, you can do Exercise 4 as a first listening task, before Exercise 3.

### ADDITIONAL ACTIVITY

If students seem interested, you may ask them to look up Alastair Humphreys' website at home and find out, for example, the route of his journey, or what he is doing now.

#### ANSWERS

3 1 B 2 A 3 C 4 C 5 C 6 B  
 4 • any four out of: Egypt, Japan, South Africa, Sudan, Russia, Colombia. (Patagonia, Alaska and Siberia are not countries, but praise students for catching the names)  
 • any four out of: 46,000 miles, 5 continents, 60 countries, 4 years and 3 months, 45°C, minus 40°C, 4,200 km (without a break), 4,900 metres (the height of the mountain he cycled up), 15 (punctures in one day), £13,000 (the sum he raised for charity).  
 • any four out of: getting visas for some countries, difficult customs officers at some borders, getting lost, crashes, extreme weather (hot and cold), 15 punctures in one day

### READING 2

After doing Exercise 1, you can ask students to read the text quickly and find out if the people in the story had any of the problems they listed.

### ADDITIONAL ACTIVITY

At the end of the lesson, if there is time left, ask students to write a short list of 'dos and don'ts' for people travelling abroad, to help them avoid such problems. You can put the following sentence openings on the board:

You should...

Make sure you...

[Whatever you do,] don't...

#### ANSWERS

2 1 B 2 A 3 D 4 C 5 C 6 C  
 3 Verb phrases: board a train, catch a train, (also possible put someone on a train)  
 Nouns: express train, ticket, platform

### USE OF ENGLISH – SENTENCE TRANSFORMATIONS

#### examworkout

The aim of the **Workout** is to focus the students' attention on typical mistakes that are made in this part of the exam. After the students correct the mistakes in Exercise 1, you can ask them to name the structures tested in the sentences 1–5 (1 – wrong verb pattern, 2 – not using the given word in the sentence, 3 and 4 – using a wrong tense, 5 – inappropriate comparative form, conveying meaning different from the original sentence.) Encourage the students to make sure they avoid such typical mistakes when doing the exam task in Exercise 2.

### ANSWERS

1 The guide told the tourists to leave the unattended.  
 2 You won't know how to read the manual carefully.  
 3 I haven't seen Jackie since we last met.  
 4 My car is still being repaired.  
 5 Mike is not as tall as his brother.  
 6 It took us a long time to get there.  
 7 We haven't been to the beach this year.  
 8 It was sunny every day last week.  
 9 It was hotter than 30°C yesterday.  
 10 We were not able to get a room.  
 11 The hotel had a special offer.  
 12 The water in the sea was very cold.  
 13 There were (only) a few people on the beach.  
 14 Our guide told us to be careful.  
 15 You won't see me again.

### LISTENING 2

Make sure student dialogue takes place. If the task, you may elicit the situation portrayed in the recording again.

#### ANSWERS

2 1 T 2 F 3 T 4 F  
 3 1 Planes 2 cars  
 5 1 take 2 buy  
 8 check-in 9

### SPEAKING 1

#### examworkout

The **Workout** students can do is to practise connected speech.

#### ANSWERS

1 1g 2h 3e

you can do  
e 3.o look  
d out,  
is doingn,  
are not  
mes)  
ntries  
(  
ost,  
es in**ANSWERS**

1 The guide told the tourists not to leave the luggage unattended.  
 2 You won't know how the camcorder works unless you read the manual carefully.  
 3 I haven't seen Jackie since Sunday.  
 4 My car is still being repaired.  
 5 Mike is not as tall as John.

2

1 It took us a long time to decide where to go.  
 2 We haven't been to Egypt for ages.  
 3 It was sunny every day.  
 4 It was hotter than I expected!  
 5 We were not able to swim in some parts of the sea.  
 6 The hotel had a nice spa centre.  
 7 The water in the swimming pool was not warm enough.  
 8 There were (only) few diving centres around.  
 9 Our guide told us to take sun lotion with us.  
 10 You won't see the Pyramids unless you go to Egypt.

**LISTENING 2**

Make sure students notice the information that the dialogue takes place in the future. After doing the exam task, you may elicit and discuss details of the future situation portrayed in the recording (Exercise 3). Play the recording again if it helps.

**ANSWERS**

2 1T 2F 3T 4N 5T  
 3 1 Planes 2 cars 3 transport 4 trains 5 Bikes  
 5 1 take 2 budget 3 flight 4 fares 5 off 6 airport 7 check  
 8 check-in 9 departure 10 boarding

**SPEAKING 1****examworkout**

The *Workout* here aims to generate some ideas that the students can use in Exercise 2 and to review vocabulary connected with the topic of the unit.

**ANSWERS**

1 1g 2h 3e 4f 5d 6a 7c 8b

**SPEAKING 2****examworkout**

The *Workout* focuses on structuring a photo description. Play the bad model (Exercise 1) and ask students what is wrong with the description. Then play the good model (Exercise 2) and explain why this one is better.

**ANSWERS**

1 The first description is not very good. It's chaotic. The student wastes time discussing the question of whether the person in the photo is a man or woman, focuses on details (jeans, a grey shirt with blue sleeves), and doesn't say what the main theme of the photo is.

2 The second description is much better. The student starts with a general statement, like a title: 'The photo shows a young man (or woman) camping alone in the mountains.' Then he discusses the most relevant details – the scenery, what the character is doing, how he may be feeling.

**WRITING – POSTCARD****examworkout**

The *Workout* focuses on using richer and more varied language and avoiding repetition. Make sure students consult the Reference Part on writing postcards (p.42).

**ANSWERS**

1 The response is monotonous, because the candidate uses only one adjective: 'nice.' She uses it 6 times in 3 sentences!

2 1d 2f 3e 4a 5c 6b

3 fantastic wonderful lovely brilliant excellent dreadful awful hopeless horrible

**REVISION ACTIVITY**

1 Ss open their books to the Vocabulary section on p. 119. Tell students they have 60 seconds to read through Exercise 8 and memorize as many of the phrases as they can.

2 After 60 seconds, students close their books and write down all the phrases they can remember (reassure them this is *not* a test!) They can then open their books and check what they have forgotten.

3 Everyone composes three sentences using three different collocations from Exercise 8. Ask for some sentences to be read aloud.

## 8 CULTURE AND FREE TIME

### WARM-UP

This activity works best as a lead-in to the unit. Write the following on the board:

What would you like to do tonight?

go to the cinema, go to the theatre, go to a concert (what kind of music?), see a film on video, stay at home and read (what?), stay at home and watch TV, go to an art gallery or museum

Ask everyone to decide what they would like to do. Then ask students to stand up and find one or two people who'd like to do the same thing. Students can sit down together in the groups they have formed and start working on the Vocabulary section, beginning with the topic that interests them most (music, film etc.)

### VOCABULARY

The whole section can be set for homework. Remind students to use the WORDBANK (p.133) to help them.

#### ANSWERS

- 1 1 band 2 songwriter 3 guitarist 4 singer 5 drums 6 single 7 hit 8 album 9 charts 10 lyrics 11 release 12 awards 13 concert 14 musicians 15 tour
- 3 1 novel, plot, chapter 2 character 3 volumes 4 novelist 5 plays 6 poet, Nobel prize, poetry / poems 7 short stories 8 detective stories 9 fairy tales 10 bestseller
- 4 1 Phone the box office to book tickets. 2 Go to the theatre. 3 Buy a programme. 4 Find your seats and look at the audience to see if there are any friends. 5 Watch the first act. 6 Discuss the performance during the interval. 7 Watch the rest of the play. 8 Clap as the actors come on stage again at the end of the show.
- 5 1 e 2 g 3 c 4 b 5 d 6 h 7 a 8 f
- 6 1 stars 2 shooting 3 directed 4 released 5 dubbed
- 7 1 g 2 f 3 a 4 h 5 b 6 d 7 c 8 e
- 8 1 the news 2 serials / soap operas (in any order) 3 sitcoms 4 quiz shows 5 cartoons 6 talk shows 7 live broadcasts of football matches 8 reality shows
- 9 1 article 2 headlines 3 editor 4 copy 5 reporter 6 magazines 7 newspapers 8 newsagent
- The vertical word is what links all the words in the crossword – 'the press'.
- 10 1 exhibition 2 Gallery 3 painter 4 sculptor 5 paintings 6 drawings 7 sculptures 8 masterpiece 9 studio
- 11 1 tells 2 made 3 set 4 based 5 takes 6 worth 7 on 8 played

### LISTENING 1

#### ADDITIONAL ACTIVITY

Make photocopies of the tapescript for all the students and ask everyone to highlight words related to the area of culture they are most interested in: art, music, TV, literature or the performing arts (film and theatre). Alternatively, ask everyone to highlight words from all five areas.

#### ANSWERS

- 2 1E 2C 3B 4F 5A

### READING 1

After Exercise 4, ask students which types of paintings they prefer: *landscapes, portraits, still lifes?* Or perhaps abstract paintings, which don't represent anything specific? Who can name a painting which they consider to be a *masterpiece*? Has anyone in the class ever painted a picture?

#### ANSWERS

- 2 1F 2T 3F 4T 5F 6T
- 4 subjects: self-portrait(s), landscapes(s), still life(s); techniques: drawing, collage, oil painting; opinion: masterpiece

### USE OF ENGLISH – WORD BUILDING

As a follow-up exercise, you might want to hold a class discussion where half of the students are supposed to be in favour of the experiment and the other half against it.

#### ANSWERS

- 2 1 rushing 2 crowded 3 different 4 beautiful 5 musical 6 interested 7 violinist 8 unusual 9 unexpected

### LISTENING 2

#### examworkout

The *Workout* focuses on answering questions about speakers' attitudes and opinions. Before doing the *Workout*, ask students to read Strategy 2 (p.10 of the Reference Part). You may also choose to do Exercise 5 (p.12) at this point.

#### examtask

The strategy practised in the *Workout* is relevant to questions 3 and 6.

#### ANSWERS

- 1 1C 2B
- 3 2B 3A 4B 5C 6A

### READING 2

#### CULTURE NOTE

Apart from directors, there are also famous New York actors. The Actors Studio drama school, started by Elia Kazan and led for many years by Lee Strasberg, educated some of America's best-known stars, including Marlon Brando, Robert de Niro, Al Pacino, Dustin Hoffman, Harvey Keitel and Jane Fonda, and for some time also Marylin Monroe. Lee Strasberg taught what is known as 'the Method,' in which the actor considers the background and psychology of the character in great depth and identifies with him or her to an extent which makes it possible to reproduce the character's emotional states.

**ADDITIONAL ACTIVITIES**  
If you feel your students are ready, you can do the following activities before doing Exercise 1.  
What makes a film a masterpiece?  
• too much violence  
• not enough action  
• a boring plot  
• sentimental scenes  
• bad acting  
• you can guess the ending  
• you can see it's a bad film  
Ask students to discuss these topics in pairs or small groups. Then ask them to write a short summary of their discussion.  
**ANSWERS**  
2 1D 2A 3C

### SPEAKING 1

After students have practised the questions, encourage them to ask them to the class. Write the questions on the board and help the students to answer them.

#### examworkout

The aim of this exercise is to encourage students to generate ideas and express them.

#### ANSWERS

1a 1 believe  
3 seems to  
6 for example  
1b A: social  
B: political

### SPEAKING

**examworkout**  
The *Workout* focuses on answering questions about speakers' attitudes and opinions. Before doing the *Workout*, ask students to read Strategy 2 (p.10 of the Reference Part). You may also choose to do Exercise 5 (p.12) at this point.

#### ANSWERS

1 Suggested  
a The photo  
books.  
b a book  
c tied in  
d There a  
floor to  
e She is p  
theatre  
f I think  
being a

**ADDITIONAL ACTIVITY**

If you feel your students need some more vocabulary before doing Exercise 4, write the following on the board:

What makes a film bad?

- too much violence
- not enough action
- a boring plot
- sentimental scenes
- bad acting
- you can guess the ending
- you can see it's commercial
- the dialogues were meant to be funny but aren't

Ask students to choose the points they agree with and think of examples of films they disliked for these reasons. Ask them to discuss their ideas in pairs.

**ANSWERS**

2 1D 2A 3C 4B 5C 6A

**SPEAKING 1**

After students have read the exam task in Exercise 1, encourage them to brainstorm ideas. List ideas on the board and help with vocabulary.

**examworkout**

The aim of the *Workout* is to prepare language and generate ideas to use in the exam task.

**ANSWERS**

1a 1 believe that 2 That's why/For that reason  
 3 seems to me that it 4 All in all/To sum it up 5 in fact  
 6 for example 7 What I mean is that

1b A: social role B: education C: relaxation

**SPEAKING 2****examworkout**

The *Workout* here is aimed at helping the students prepare their descriptions. Exercise 1 reminds students to start by answering basic questions about the pictures and helps them to develop the description.

**ANSWERS**

## 1 Suggested answers – Picture A:

a The photo shows a young woman in a room full of books. She's sitting on the back of a sofa and reading a book.

b The woman is quite pretty, slim, with long brown hair tied in a ponytail and a sensitive, thoughtful face.

c There are shelves full of books in the room, from the floor to the ceiling, and a sofa to sit on and read.

d She is probably interested in literature, perhaps also in theatre. Or perhaps in psychology?

e I think she might be a quiet, thoughtful person, who likes being alone. Perhaps she's a bit shy.

**WRITING – INVITATION****examworkout**

The *Workout* draws students' attention to the content and organization of invitations, and to the differences in style between the two sample texts. It is not intended that students should study the differences between formal and informal style in depth at this point, this is just to signal that such differences exist. It is expected that in the exam task students will instinctively go for the more relaxed and easier style of the second model. The relevant section of the Reference Part is on page 44.

**ANSWERS**

## 1 THE FIRST INVITATION:

1 Everyone in the school / The headmaster, staff and students  
 2 All parents  
 3 An exhibition of paintings by Year 12 students  
 4 Date, time, place guest of honour  
 5 Quite formal  
 6 ...request the pleasure of your company

## THE SECOND INVITATION:

1 A Year 12 student called Sally  
 2 Sally's grandma  
 3 An exhibition of paintings by Year 12 students  
 4 Date, place, Sally's pictures are going to be there, there will be snacks and drinks  
 5 Friendly and informal  
 6 I would be very happy if you could come

## 2 concert festival performance exhibition

**REVISION EXERCISE**

You will need Scrabble tiles or just pieces of paper with all the letters from *a* to *w* on them, one of each.

- 1 Ask students to write out the letters of the alphabet in a column. As they work on it, write the alphabet on the board. Ask everyone to check if they have got all the letters (including *q*). Cross out *x*, *y* and *z* – they will not be used.
- 2 Individually or in pairs, students have to write one word related to the theme of Culture for each letter, for example: *acting*, *band*, *chapter*... Allow them to look through Unit 8, but not to use the WORDBANK at first. They can start using the WORDBANK (p.133) when they run out of ideas.
- 3 Work with the whole class to make a list on the board.
- 4 Students draw 1–2 Scrabble tiles or pieces of paper each. Everyone has to write a sentence using culture-related words beginning with the letters they draw.

## 9 SPORT

### WARM-UP

Bring a ball (any kind, but not too heavy) to class. Students stand in a circle. Explain that you want them to name all the sports they can think of that are played using a ball. Throw the ball to a student and say the name of a sport (e.g. *table tennis*). He or she then throws the ball to a classmate and says another name. Allow students to help each other. When they run out of ideas, introduce the next category: sports in which you move from place to place, for example *running, swimming*. (Other ideas: *cycling, rollerblading, skiing, sailing, horse riding, skating*.) The third category can be *combat sports* (e.g. *boxing*).

### VOCABULARY

The whole section except Exercise 8 (speaking) can be set for homework.

#### ANSWERS

1 1 football 2 skiing 3 tennis 4 swimming 5 volleyball  
6 fencing 7 running / athletics 8 yoga

2 (Sample answers)

individual sports: *marathon, cycling, athletics, snowboarding, skateboarding*

team sports: *basketball, volleyball, football, hockey*

indoor sports: *table tennis, volleyball, basketball, gymnastics*

outdoor sports: *rollerblading, cycling, sailing, snowboarding*

water sports: *sailing, swimming, windsurfing, diving*

winter sports: *skating, snowboarding, skiing*

combat sports: *fencing, karate, judo, boxing*

3 1 ski 2 swimming 3 tennis 4 football

4 1 court 2 (skating) rink 3 track 4 gym 5 stadium

5

<b>SPORT</b>	<b>SPORTSPERSON</b>
<i>running</i>	runner
<i>skiing</i>	skier
<i>ski jump</i>	ski jumper
<i>sailing</i>	sailor
<i>tennis</i>	tennis player
<i>hockey</i>	hockey player
<i>football</i>	football player / footballer
<i>basketball</i>	basketball player / basketballer
<i>cycling</i>	cyclist
<i>athletics</i>	athlete

6 1g 2h 3a 4b 5d 6c 7e 8f

7

<b>GO</b>	<b>PLAY</b>	<b>DO</b>
swimming	football	yoga
rollerblading	tennis	aerobics
skateboarding	badminton	karate
cycling	squash	aikido
skiing	basketball	

9 1c 2d 3a 4b

10 1 set, record 2 won, match 3 does, sports  
4 scored, goals

### LISTENING 1

The listening introduces the topic of the unit by mentioning various sports and asking the question: *What is a sport?* In Exercises 3 and 4 students are encouraged to formulate their own opinions.

#### ANSWERS

2 1G 2F 3E 4D 5A 6C

### READING 1

#### examworkout

The aim of the *Workout* is to show that an appropriate heading should summarize the meaning/gist of the whole paragraph, not just of one part of it. Heading A is wrong, because sporting events are just one of the things mentioned in the paragraph. Heading C is wrong for the same reason. Heading B is good because it encompasses both big events and sports done by 'the average Brit'.

#### examtask

If some students, especially those not interested in sports, find the text difficult to tackle, you can help them with the following clues:

- Start by identifying the kind of sport in each paragraph.
- Find out what the critical situation was in each case.
- Match titles to paragraphs 1, 2, 4 first, and after that 5.
- To choose a heading for paragraph 3, find out when the dramatic situation happened.
- To choose a heading for paragraph 5, find out how difficult the penalty was.

#### ANSWERS

1

a (sample answer) Sports in Britain

b B, the most general answer. Answer A includes only events, and answer C – only sports people take part in, but the text is about both what they play and what they watch.

2 1E 2H 3D 4F 5G 6B

(Title C does not match any of the texts because neither of the penalties mentioned in either 3 or 5 is described.)

3 1 World Cup 2 world championships 3 semi-final  
4 score a goal 5 won the race

### LISTENING 2

As students prepare to do Exercise 4, you can write this opening line on the board:

A: So, you'd like to take up a sport. Do you have any special reason for it?

#### ANSWERS

2 1T 2F 3T 4N 5T 6N

**USE OF ENGLISH – MULTIPLE CHOICE**

The lead-in exercise can be expanded in a class discussion with students voting for the sports they find the most exciting to watch and do.

**ANSWERS**

2 1A 2D 3B 4C 5A 6D 7A 8B

**READING 2****ADDITIONAL ACTIVITY**

After Exercise 2, ask students to go through the text again and underline or highlight words and phrases related to chess and to boxing.

**Chess:** round, [chess/black/white] pieces, checkmate, stalemate, board

**Boxing:** round, boxing gloves, to knock sb out, ring

**ANSWERS**

2 1B 2B 3A 4C 5D

**SPEAKING****examworkout**

The *Workout* focuses on preparing functional language and useful vocabulary.

**ANSWERS**

1 A: 3, 6, 10; B: 2, 4, 5, 8; C: 1, 7, 9.

**WRITING – INFORMAL LETTER****examworkout**

The aim of the *Workout* is to prepare both ideas and language, including sports terminology and functional language.

Encourage students to consult the relevant section of the Reference Part on page 49.

**ANSWERS**

1a 1g 2e 3b 4c 5h 6f 7j 8a 9d 10k 11i 12l

The sentences that could be used in the exam task: 1, 3, 4, 5, 6, 8, 11, 12.

1b • thank her for writing you: 1, 4, 11

• explain why you don't want to take part in the marathon: 6, 5

• suggest a different sports event you could both take part in: 3, 8, 12

**REVISION ACTIVITY**

In groups of two-three, students choose and prepare to mime at least 8 names of sports, sports equipment and other related vocabulary from the unit. Groups take turns to mime the words/phrases, without repeating any that have already appeared. The rest of the class guess.

## 10 HEALTH

## WARM-UP

This activity works best at the very beginning of the unit. Write on the board two titles: **BEING ILL** and **BEING WELL**. You may add examples if you wish, e.g. *flu* (or any other disease) and *in good shape*. Ask students to come up to the board (they can do it in groups of 3–5, depending how much chalk or how many whiteboard pens you have) and add one word each to either category.

## VOCABULARY

The whole section can be set for homework.

## ANSWERS

- 1 1f 2b 3c 4e 5d 6a
- 2 Illnesses: cancer, heart disease, pneumonia, stroke, flu  
Injuries: broken ribs, sprained wrist
- 3 1 cold 2 sneezing 3 coughing 4 fever
- 4 1e 2d 3a 4b 5c
- 5 1e 2f 3d 4a 5c 6b 7g
- 6 1 bones 2 muscles 3 heart 4 lungs 5 liver 6 spine  
7 stomach
- 7 1 examined 2 treated 3 cured
- 8 1 pills 2 injections 3 X-ray 4 surgery 5 vaccine 6 herbs
- 9 People: 1c 2d 3e 4a 5b  
Places: 1c 2d 3a 4b
- 10 1 from 2 of 3 to 4 to 5 from 6 on 7 in 8 out 9 in
- 11 1 see 2 make 3 take 4 take 5 keep

## READING 1

## ALTERNATIVE TASK

If your students are tired of doing exam tasks, you can approach this one differently.

Students work in groups of 3–6. Give each student one or two paragraphs to read (possible differentiation: one for weaker students, two for stronger ones), so that each group has all six paragraphs. After two or three minutes, students tell their group what they've read. They may discuss their reactions to each item. (You might write some questions on the board: *Do you believe this? Do you think it is useful?*) Students then return to their books and do the exam task.

## ANSWERS

- 1 1c 2d 3e 4f 5b 6a
- 2 1B 2C 3G 4F 5E 6A
- 4 1 illness 2 disease 3 condition

## LISTENING 1

## ADDITIONAL ACTIVITY

If students have enjoyed the recording, you can give them photocopies of the tapescript and ask them to act it out in groups of three.

## ANSWERS

- 2 1C 2B 3A 4C 5A 6B

## USE OF ENGLISH – OPEN CLOZE

## ADDITIONAL ACTIVITY

As a follow-up task, you can ask students to work in groups and write one more piece of advice about how to avoid stress. When they have finished writing, ask them to prepare an open cloze exercise for their paragraphs. They should find a grammar structure or a vocabulary item they would like to test and insert a gap in the sentence. Next, they can swap their paragraphs with another group and do each other's exercises.

## ANSWERS

- 2 1 for 2 the 3 more 4 have 5 can 6 is 7 your 8 if  
9 other

## READING 2

## examworkout

The purpose of the *Workout* is to draw students' attention to a well-known exam trap: the same words appear in a reading or listening text and in some of the answers to questions, but the answers containing those words are wrong, since the meaning of the whole sentence is different. Take time to analyse the wrong answers with your students. (There is a brief analysis in the answer key.)

After finishing the *Workout*, remind students that correct answers in both reading and listening tasks usually express an idea from the text using other words, often synonyms or antonyms. You may ask the class to re-read exam strategies on pp.20–21.

## examtask

Start by asking your students if they've read *Catch 22*. Ask them to read the *Language and Culture* note about the book.

In the multiple choice task, there are several questions which follow up the idea of the *Workout*. The answers which are wrong despite containing words which also appear in the text are: option C in question 1 ('impatiently'), D in question 5 ('comfortable') and B in question 6 ('volunteer'). It is worth pointing that out especially if any students fall into the trap.

## LANGUAGE NOTES ON THE TEXT

You may wish to point out to your students some or all of the following:

- The first sentence, *Yossarian was in the hospital*, is American. In British English it would read *Yossarian was in hospital*, without the article, similarly to *at school* or *in prison*.
- The idiomatic *fell just short of being jaundice* means 'it was almost jaundice but not quite'.
- *Still no movement?* refers to *bowel movement*. (Use your judgment to decide if this bit of vocabulary information will make your class laugh uncontrollably for half an hour.)

**CULTURE NOTE**  
This is how you convert Fahrenheit and Celsius. To convert temperature from Celsius, subtract 32 by 9. For example,  $(-32) \cdot 9 = 38.3$ . To go from Celsius multiply by 9, divide by 5, and add 32. Normal body temperature is 37°C.

## ANSWERS

- 1 1C 2D
- 2 1C ('His behaviour was not what it used to be')  
Analysis: 'disturb' – he was disturbed  
'frightened' – he was frightened  
nurse, we can't afford to pay them  
'conflict' – he had a conflict with his boss  
Nurse, as he was not able to pay them  
others to do the work  
2 D ('they should be treated with respect')  
Analysis: 'convention' – it is a convention so they can't do anything  
'pushed' – it is a push society  
treated with respect

## 3 1A 2B

## LISTENING

If the students have enjoyed the recording, you can give them photocopies of the tapescript and ask them to act it out in groups of three.

## ANSWER

- 2 1 yes  
7 still

## SPEAKING

## examtask

The activity is a speaking task for groups of three.

## ANSWER

- 1 1  
3 3  
4 4

## 2

**CULTURE NOTE**

This is how you convert temperatures between the Fahrenheit and Celsius scales:  
To convert temperatures expressed in Fahrenheit to Celsius, subtract 32, multiply the result by 5 and divide by 9. For example, Yossarian's temperature was:  $(101^{\circ}\text{F} - 32) \cdot 5 : 9 = 38.3^{\circ}\text{C}$

To go from Celsius to Fahrenheit, work the other way: multiply by 9, divide by 5 and add 32. For example, normal body temperature is:  $36.6^{\circ}\text{C} \cdot 9 : 5 + 32 = 97.9^{\circ}\text{F}$

**ANSWERS**

1 1C 2D  
2 1C ('His behaviour encourages the other patients, previously too frightened to be themselves...')  
Analysis:  
'disturb' – he disturbs the routine, not the other patients  
'frightened' – they were frightened *previously* (by the nurse, we can guess).  
'conflict' – the conflict is between McMurphy and the Nurse, as he 'challenges her authority' and 'encourages others to do the same'.  
2 D ('they did not fit the conventional ideas of how they should behave')

Analysis:  
'conventional ideas' – mentally ill people 'don't fit them', so they can't have them, but the text does not suggest anything nearly as strong as their hating them.  
'pushed' – the text says they are 'pushed out' (of society), not 'pushed around' (ordered to do things and treated without respect)

3 1A 2B 3B 4A 5C 6C

**LISTENING 2**

If the students find the recording amusing, you may ask them if they ever had anyone speaking to them about health issues at school and what they thought of the talk.

**ANSWERS**

2 1 you eat 2 five 3 low-fat 4 give-up 5 exercise 6 gym  
7 stress 8 enough sleep

**SPEAKING 1****examworkout**

The aim of the *Workout* is to give students some functional language which they could use to complete the exam task in Exercise 2.

**ANSWERS**

1 1 just like to say that 2 understand your point of view  
3 considered, ... 4 important I'd like to add 5 I don't think that 6 all up, ... 7 to say is that 8 agree with me?  
2 A: 5, 7 B: 3, 6 C: 1, 4 D: 2, 8

**SPEAKING 2****examworkout**

The *Workout* here aims at giving students some vocabulary they could use to prepare their descriptions. It also encourages the students to answer some basic questions about the pictures, which could help to generate ideas for things to say – not only about what is happening in the photo, but also what has happened or what they think is going to happen next. It also helps practice appropriate tenses: Present Continuous, Present Perfect, will, going to – all are possible.

**ANSWERS**

1a Picture A: In the picture, there is a football stadium. Two paramedics are carrying an injured footballer on a stretcher. Another player must have fouled him. He is going to be taken to hospital.  
Picture B: There is an ambulance standing in the street. Three paramedics are putting an injured person on a stretcher. There has probably been an accident. They're going to take the victim to hospital.  
1b Picture A: sport injury, foul, paramedics, stretcher, opposite team, red card, hospital, play fair, football pitch.  
Picture B: car accident, paramedics, stretcher, hospital, ambulance, traffic, victim, first aid.

**WRITING – NOTE**

This is the second text of this type that students have to write. They can consult the Reference Part (p.45) and the previous *Workout* (p.108, Unit 5).

**examworkout**

The aim of the *Workout* is to practise relevant language in context.

**ANSWERS**

1 1 the flu 2 prescribed 3 medication 4 take things easy  
5 come and help a bit 6 get well

**REVISION ACTIVITY**

Students work individually. Ask them to go over the whole of Unit 10 and write down ten words or phrases which they find especially useful and would like to remember. When the lists are ready, students compare them in pairs, explaining why they chose those specific vocabulary items.



**READING 2****INTRODUCTORY ACTIVITY**

Tell students they're going to read a text from somebody's blog, or online diary. Ask for examples of things people write about in blogs (it can be any kind of experiences: travels, partying, thoughts on films, music, politics, society... or dreams).

**ANSWERS**

2 1A 2C 3B 4D 5C  
4

NATURAL DISASTERS	ENVIRONMENTAL PROBLEMS
drought	global warming
flood	greenhouse effect
hurricane	acid rain
forest fire	air pollution

**USE OF ENGLISH – MULTIPLE CHOICE****ADDITIONAL ACTIVITY**

As a follow-up task, you can ask students to work in pairs and write 5 sentences related to the topic of the unit and prepare multiple-choice options for them. Remind them what vocabulary items or grammar structures are usually tested in this part of the exam; next, they swap their sentences with other pairs and do each other's exercises.

**ANSWERS**

2 1B 2A 3B 4B 5D 6A 7C 8C 9B

**LISTENING 2****ADDITIONAL ACTIVITY**

If you have several vegetarians in your class, you might invite them to present the case for vegetarianism and the other students to agree/disagree with the arguments. Alternatively, you can put the following statements on the board and invite students to agree/disagree with them, first in small groups, then as a class.

- Eating meat is natural for humans.
- Meat is unhealthy.
- People should stop killing animals for meat.
- If you don't eat meat, you have too little protein in your diet.
- Eating meat makes people aggressive.
- Vegetarians can be annoying.
- Animals on big meat farms live in cruel conditions.

**ANSWERS**

2 1B 2C 3C 4A 5C 6B

**SPEAKING****exam workout**

The aim of the **Workout** is to revise some of the phrases that could be used in this part of the exam as well as vocabulary relevant to the situation. It also gives students a model for the exam task that follows.

**ANSWERS**

1 1 don't we 2 such a waste of time 3 do you mean  
4 responsibility 5 don't want to 6 let's 7 How's that

**WRITING – INFORMAL LETTER****exam workout**

Encourage students to make use of page 49 of the Reference Part, where there is more information about this kind of writing task. The aim of the **Workout** is to provide vocabulary and some functional language the students could use while writing the letter at home.

**ANSWERS**

1 (sample answers)  
a green valleys, blue skies, sandy beaches, high cliffs, lovely scenery.  
b gorgeous weather, pour with rain, it's freezing, moderate climate.  
c shorts, trekking boots, tent, waterproof jacket, rucksack.  
d 1 might 2 can 3 should

**REVISION ACTIVITY**

- 1 Prepare little slips of paper with the headings from the **WORDBANK** (p.157) on them: *landscape features, weather* etc. The number of slips should be the same as the number of students.
- 2 Students work in pairs. Each pair draws two slips. If they draw the same heading twice, they need to exchange it.
- 3 Students open their books at page 157 and revise the vocabulary from the categories they've drawn.
- 4 The task is to prepare a short speech (about 1 minute) on *both* topics on the slips together, for example, on *Animals and weather*, including at least 16 words from the relevant sections of **WORDBANK**.
- 5 Students take turns to make their speeches in pairs. Circulate and monitor, then ask for a few of the funniest speeches to be repeated.

## 12 SCIENCE AND TECHNOLOGY

### WARM-UP

This is a lead-in to the unit. Write the following on the board:

The study of...

numbers and shapes;  
energy, waves, forces etc.;  
substances and their reactions;  
living organisms;  
rocks;  
relics of the past;  
the human mind;  
languages;

Ask the class for the first word (*mathematics*), then let students work in pairs. Ask a few of them to come and write the answers on the board. The answers are *mathematics, physics, chemistry, biology, geology, archaeology, psychology, linguistics*.

### VOCABULARY

The whole section can be set for homework. Remember to work on pronunciation, especially word stress, when checking Exercise 1.

#### CULTURE NOTE

- When we say **Sir Humphry Davy** discovered sodium and magnesium (in 1807 and 1808 respectively), we mean that he was the first to isolate those metals in pure form from compounds by passing electric current through them.
- At the beginning of the 20th century, geneticists disagreed with **Darwin's** theory of evolution. At that stage in their research they studied features coded by one pair of genes. Darwin, on the other hand, described evolution as the gradual cumulation of small changes. At a 1946 conference in Princeton, which brought together specialists from many areas of biology, consensus was finally reached between genetics and the theory of evolution.
- Jane Goodall** has lived and studied chimpanzees in Gombe Stream National Park in Tanzania for nearly half a century – since 1960. She was the first researcher to give the chimps she studied names rather than numbers.
- As a medical student in St. Louis in the 1940s, **Ernst Wynder** became intrigued during the autopsy of a heavy smoker who had died from lung cancer. He started collecting similar case histories. He met the throat surgeon **Evarts Graham**, a heavy smoker, who was skeptical at first, but gave Wynder access to his records and sponsored his work. Wynder and Graham published the results of the first large-scale research on smoking and cancer in 1950.

### ANSWERS

- mathematician physicist chemist biologist geologist psychologist archaeologist
- 1 e 2 d 3 c 4 a 5 g 6 f 7 b
- 1 hypothesis 2 research 3 findings 4 evidence 5 record 6 lab
- 1 aerial 2 transistor 3 socket 4 plug 5 cable 6 button 7 remote control 8 battery 9 headphones
- 1 crashed 2 virus 3 downloading 4 error 5 restarting 6 data 7 software

6

	create	a document / a file
	open	
	save	
	print	
	delete	

- 1 computer 2 CD / DVD drive 3 USB port 4 on / off button 5 CD 6 monitor 7 memory stick / pendrive 8 keyboard 9 mouse 10 speaker / loudspeaker 11 printer
- 1 space 2 ship 3 astronaut 4 rocket 5 comet 6 satellite 7 orbit 8 station 9 universe 10 meteor 11 launch  
The vertical word is: space travel.
- 1 came 2 kept 3 area 4 won 5 made 6 out 7 in 8 out
- 1 net / web 2 on, press, order, down

### READING 1

The educational aims of this section go beyond language learning. Many people have a rather simplistic image of scientists as people who mix chemicals in a laboratory and look at things under a microscope. (Of course, there are also scientists who do that.) We try to show how scientists in all areas do something much more fundamental: they think, formulate hypotheses and look for evidence to prove (or disprove) them. That is why words such as *observe, hypothesis, analyse, evidence, confirm* constitute fundamental 'science vocabulary', which can be found in publications on any branch of science.

### ANSWERS

- 1 C 2 D 3 A 4 C 5 B
- 1 Observe the world 2 Formulate a hypothesis 3 Carry out an experiment 4 Analyse the findings
- 1 discovered 2 observed 3 chemist 4 experiments 5 confirmed 6 evidence

### LISTENING 1

**CULTURE NOTE**  
The 'electron gun' was constructed for the experiments with electromagnets. It was a prototype and allowed Faraday to... It was crucial to the development of...

**ANSWERS**  
3 1A 2A 3B

**USE OF ENGLISH**  
exam words

The aim of the exam is to... they should... the gap as... when the exam... explain the... have dou...

**ANSWERS**  
1 1a 2b 2a 3b

**READING**  
exam words

The W... shows... and ex...

**exam words**  
The sa... The st... scientist

**ANSWERS**

- 1 e 2 a 3 b 4 c 5 d 6 f 7 g 8 h
- 1 C 2 D 3 A 4 C 5 B
- 1 Observe the world 2 Formulate a hypothesis 3 Carry out an experiment 4 Analyse the findings
- 1 discovered 2 observed 3 chemist 4 experiments 5 confirmed 6 evidence

**LISTENING 1****CULTURE NOTE**

The 'electromagnetic induction ring' was a device constructed in 1831 by physicist Michael Faraday for the experiment thanks to which he discovered electromagnetic induction. It consisted of an iron ring with two coils of metal wound around it, and was a prototype of today's transformers. The discovery allowed Faraday to build the first electric motor. It was crucial to the development of all electricity-powered machinery.

**ANSWERS**

3 1A 2A 3C 4C 5C

**USE OF ENGLISH – MULTIPLE CHOICE****examworkout**

The aim of the *Workout* is to remind the students that they should pay attention to what comes before and after the gap as well as consider both grammar and vocabulary when they make their final choice. Encourage them to explain their choice and consult the Grammar part if they have doubts.

**ANSWERS**

1 1a discovered 1b were discovered 2a because  
2b although 3a to 3b from  
2 1A 2B 3C 4C 5A 6C 7B 8D 9B

**READING 2****examworkout**

The *Workout* focuses on dealing with unknown words. It shows how their meaning can be inferred using context and external knowledge.

**examtask**

The same skill is practised in the main reading task. The students may find it satisfying to be able to express scientific concepts in English.

**ANSWERS**

2 1 *exhale* is a verb. 2 *melt* is a verb. 3 *solid* is a noun here (it can also be an adjective)  
3 1C 2A 3B  
4 1T 2F  
5 1T 2F 3F 4T 5F 6T  
6 a assimilate b cell c extinguish d evaporate e oxidise f dissolve  
7 1 extinguish 2 cell 3 evaporates 4 assimilate 5 dissolves 6 oxidized

**LISTENING 2**

The pre-listening exercise is short, but try to get students to say as much as possible. If necessary, prompt them with the question: *What do you think could have happened?* They can use the **WORDBANK** (p.165) and the exercises on computer words (pp.158–159) to look up words for specific problems. The language generated at this stage will help them follow the recording.

**ANSWERS**

2 1C 2A 3B 4C 5C 6B

**SPEAKING****examworkout**

The aim of the *Workout* is to generate ideas for students to talk about in the exam task. They are also provided with some relevant functional language to use in Exercise 2.

**ANSWERS**

1a Education: online dictionaries, educational software  
Communication: mobile phones, Internet  
communicators  
Entertainment: game consoles, MP3 players  
Work: data storage, Internet banking

**WRITING – INFORMAL LETTER****examworkout**

Encourage students to (re)read page 49 in the Reference Part for more information about this type of writing task. The aim of the *Workout* is to revise relevant vocabulary and functional language which students could use while doing the writing task at home.

**ANSWERS**

1a 1 interesting 2 liked 3 interested 4 amazed / impressed  
1b 1 Wish you were here.  
2 I'm sure you'd love it.  
3 It's a pity you're not here with me.  
4 It's just the kind of thing you love.  
1c Openings: Hi!, Hi Steve,  
Endings: Love, See you soon, Yours,

**REVISION ACTIVITY**

Students work individually. Ask them to go over all of Unit 12 and write down ten words or phrases which they find the most useful and would like to remember. Students then compare lists in pairs, explaining why they chose those specific vocabulary items.

## PHOTOCOPIABLE MATERIAL

### 1 PEOPLE, FAMILY AND SOCIAL LIFE WHAT KIND OF PERSON AM I?

#### PREPARATION

- 1 Make one copy of the photocopiable sheet for each group of three to five students, preferably on card or at least thick paper. Cut out the cards.
- 2 Write the following questions on the board:
 

*What did you do last weekend?  
What did you do yesterday?  
What are your plans for the next holidays?  
What do you like?*

#### PROCEDURE

- 1 Show the cards to the class (but not so that they can see the words). Explain that on each one there is a personality adjective. When you pick a card, you have to imagine you are that kind of person, and communicate what you are like without using the adjective, by answering the questions on the board. Demonstrate by explaining one adjective yourself, for example 'strict' (which is not on the cards):  
*What kind of person am I? Last weekend I marked some tests and I failed 80% of the students. Yesterday I asked Adam's parents to come to school because he said something funny in my lesson. During the holidays I'm planning to prepare some really difficult tests to make my students study harder. I like order, people who always do what they should, and students who never behave badly!*
- 2 Students get into groups of 3–5. Give each group a set of cards. The cards should be dealt out in more or less equal numbers. Students are allowed to see their own cards, but must not show them to others.
- 3 Each student in turn chooses one of his/her cards and answers the questions on the board in accordance with the description on the card. The first person to guess the adjective wins the card. If students have a problem guessing, the speaker can add other information to help them.
- 4 The winner is the person with the largest number of cards at the end.

### 2 HOME

#### FURNISHING YOUR LIVING ROOM

#### PREPARATION

Make one copy of the photocopiable sheet for each pair.

#### PROCEDURE

- 1 Explain to students that they are going to move out from their parents' home and share a flat with another student. They have to make some decisions about furnishing their living room.
- 2 Students get into pairs – preferably with people they can imagine sharing a flat with! (groups of 3 are possible). Give each pair a copy of the worksheet.
- 3 Students have to decide what to buy for their living room without going over the £2300 limit. They also have to decide where in the room to put the different items.

- 4 As a follow-up, students can get into new pairs and tell each other what they'd bought for their living room and how they made those decisions.

### 3 SCHOOL

#### JUMBLED CONVERSATIONS

#### PREPARATION

Make one copy of the photocopiable sheet for each pair.

#### PROCEDURE

- 1 Students get into pairs. Give each pair a copy of the worksheet.
- 2 In pairs, students decide which lines belong to which conversation. There are six for each.
- 3 Each pair chooses ONE of the conversations and writes it out in full, adding their own ideas. Explain that the lines on the sheet do NOT make complete conversations – students have to add some lines for each of the speakers.
- 4 Students read their conversations in pairs.
- 5 At the end, ask three pairs to act out their conversations in front of the class (one conversation A, one B and one C).

### 4 WORK

#### COLLOCATIONS MEMORY

#### PREPARATION

Make one copy of the photocopiable page for each group of 3–4 students. Either make the copies on thick paper or mount them on card. Cut out the cards and keep each set separate.

#### PROCEDURE

- 1 Students sit in groups of 3–4. Explain they are going to play a Memory game (also known as Pelmanism or Pairs), where the aim is to collect matching cards by remembering their position on the table. The difference is that the cards contain words, not pictures and a matching pair consists not of two identical cards but of two halves of a collocation, for example: *apply for + a job*.
- 2 Each group gets one set of cards. The cards are shuffled and spread on the table face down.
- 3 Each student in turn turns over two cards. If they do not match, he or she must put them back in the same position. If they are a pair, the student has to make a sentence using the expression; after that, he/she can keep the pair. (If a player cannot make a sentence with the collocation, he/she has to put the cards back face down.)
- 4 The winner is the person with the greatest number of cards at the end.

### 5 FOOD MATCH AND MIME

#### PREPARATION

- 1 Make one copy of the sheet for each pair. Cut out the sentences.
- 2 Students get together and mime the sentences.
- 3 Ask each pair to mime three ways of miming the action that has not been mimed.
- 4 Ask each pair to mime the easiest action that has not been mimed.
- 5 The activity can be mimed.

### 6 SHOPPING AND THE CUSTOMER

#### PREPARATION

Make one copy of the sheet.

#### PROCEDURE

- 1 Students get into pairs and complete the worksheet.
- 2 Ask students to act as shop assistants and monitor them.
- 3 Students act as customers and particularly of the whole shop.

Note: Alex can be the shopkeeper and each pair can be a customer.

### 7 TRAVELLING A TRAVEL STICKER

#### PREPARATION

Make one copy of the sheet.

#### PROCEDURE

- 1 Tell the class about a recent trip.
- 2 Give each student a copy of the sheet.
- 3 Ask them to write a sentence about what they have seen.
- 4 Ask everyone to read out their sentence on their sheet.
- 5 Ask students to read out all the sentences.

The funnies in the class. All the stories will be read out.

### 5 FOOD MATCH AND MIME

#### PREPARATION

- 1 Make one copy of the photocopiable sheet for each pair. Cut out the strips.
- 2 Students get together in pairs. They match the halves of sentences.
- 3 Ask each pair to choose 3–4 of the sentences and think of ways of miming them.
- 4 Ask each pair to mime one sentence. (It should be one that has not been mimed yet, so the first 2–3 pairs have the easiest job.) The rest of the class guess what action is being mimed.
- 5 The activity can continue until all the sentences have been mimed.

### 6 SHOPPING AND SERVICES

#### THE CUSTOMER

#### PREPARATION

Make one copy of the worksheet for each two students.

#### PROCEDURE

- 1 Students get into pairs. Give each pair a copy of the worksheet.
- 2 Ask students to complete the dialogue by writing the shop assistant's lines.
- 3 Students act out the dialogue in pairs. Circulate and monitor. At the end ask two students who are particularly expressive to act out the dialogue in front of the whole class.

**Note:** Alex can be both a male and a female name, so each pair can decide what sex this character is.

### 7 TRAVELLING AND TOURISM

#### A TRAVEL STORY

#### PREPARATION

Make one copy of the worksheet per student.

#### PROCEDURE

- 1 Tell the class they are going to write a story about a trip.
- 2 Give each student a copy of the worksheet.
- 3 Ask them to complete the first sentence and fold the sheet back, so that the next person cannot see what they have written but can see the next sentence.
- 4 Ask everyone to pass their worksheet to the person on their right. The next person completes the next sentence without looking at the first. Repeat this until all the sentences have been completed.
- 5 Ask students to unfold the sheets and read the stories. The funniest ones can be read aloud to the whole class. Alternatively, students can sit in a circle and swap stories until they've read them all.

### 8 CULTURE AND FREE TIME CATEGORIES

#### PREPARATION

- 1 Make one copy of the material for each 3–5 students, on card or thick paper. Cut out the cards.
- 2 Write on the board:

Music      Literature  
Film      The media      Art

- 3 With a weak class, ask students to read through WORDBANK (p.133) before playing the game.

#### PROCEDURE

- 1 Explain to students that they are going to play a game in which they have to identify to which of the five categories on the board a word (for example, 'actor' or 'writer') belongs. When one person reads a word, the others have to shout out the category. Explain that 'art' is used to mean 'visual arts'.
- 2 Students get into groups of 3–5. Each group should sit around a table (as for a card game).
- 3 Give each group a set of cards. The cards should be placed in a pile in the middle of the table.
- 4 Each student in turn takes a card and reads the word on it aloud. The first person to shout out the category wins the card. If nobody knows the category, the card returns to the bottom of the pile.
- 5 The winner is the person with most cards at the end.

### 9 SPORT

#### COLLECT A SET

#### PREPARATION

Make one copy of the photocopiable sheet for each group of 3 or 4. It is best to enlarge the sheet (A4 to A3 or even A5 to A3) to get cards of a reasonable size. Either copy on thick paper/card or paste the sheets onto card. Cut out the cards.

#### PROCEDURE

- 1 Show the class a set of cards and explain the rules of the game:
  - The cards are shuffled and dealt out, five per player. The rest of the cards lie face down in a pile.
  - The aim is to collect sets of four cards related to the same sport: sport, player, equipment and place, and to get rid of all your cards at the end.
  - When it is your turn, you can ask anybody in the group: *Can I have...[a footballer/a footballer card], please?* If they've got the card, they have to give it to you. If they haven't, they pick a card from the pile. If it is what you asked for, they give it to you; if it isn't, they keep it. If you made a good guess and received a card, you can continue asking (not necessarily the same person) until you make a mistake.
  - If you have collected a set of four cards, you can put it on the table in front of you.
  - The person who gets rid of all his/her cards when there are no cards left in the pile is the winner.
- 2 Students get together in groups of 3 or 4. Each group gets a set of cards and plays the game.

## 10 HEALTH

### WHAT'S THE MATTER WITH ME?

#### PREPARATION

For classes up to 16 students, make one copy of the worksheet. For larger classes, make two. Cut out the cards.

#### PROCEDURE

- 1 Write on the board:  
 You've got...      You should...  
 You are...      You need...
- 2 Explain to students that each of them will have to mime a health problem, and the others will have first to guess what the matter is with him/her (the first two phrases on the board – for example, *You've got a runny nose.*), and then give him/her some advice (the second two phrases – for example, *You should see a doctor.*). If you have fewer than 16 students, you can mime one of the problems yourself to demonstrate.
- 3 In classes of up to 16 students, do this as a whole class activity. In larger classes, students divide into two groups and each group gets a set of cards.
- 4 Each student draws a card without looking. Allow a minute for everyone to think how they're going to mime the problem.
- 5 In turns, students mime their health problems. The class guess them and offer advice. If you want to do it as a competition, you can give a point for each correct guess and each appropriate piece of advice.

## 11 NATURE AND ENVIRONMENT

### LOONY LANDSCAPES

#### PREPARATION

Print out the photocopiable sheet: 1 copy for classes up to 12 students, 2 copies for classes up to 24 students etc., preferably on thick paper/card. Cut out the cards. They are divided into four categories: *landscape features*, *weather*, *animals*, and *natural disasters*. The categories must be kept separate. Prepare enough sheets of A4 or A3 paper for all Ss to draw on, and if possible, crayons, coloured pens or just soft pencils.

#### PROCEDURE

- 1 Students get together in pairs.
- 2 Each pair picks at random two cards from the categories *landscape features*, *weather* and *animals* and one card from the category *natural disasters*. In large classes it may happen that a team gets two copies of the same card; they should then swap one of them for a different one from the same category.
- 3 Distribute drawing paper and explain the task: each team has to draw a picture including all the elements on the cards they picked.
- 4 When the pictures are finished, put them up on the walls or on the board. Invite students to walk around and look. Ask a few students to describe selected pictures (not the ones they drew themselves).

## 12 SCIENCE AND TECHNOLOGY

### IS SCIENCE INTERESTING?

#### PREPARATION

Make one copy of the worksheet per student.

#### PROCEDURE

- 1 Distribute the worksheets. Students work individually first, reading the sheet and ticking the things they would like to do.
- 2 Students compare and discuss their choices in pairs or small groups.
- 3 Ask everybody to concentrate on just one of the things they would like to do – perhaps the one they find most interesting. The next step can take two forms:  
 Option A:  
 Each student thinks of reasons why the activity he/she chose is particularly interesting and prepares a short (1 minute) talk explaining those reasons.  
 Option B:  
 Each student imagines that he/she really took part in the activity he/she chose and prepares to tell the others about it. They will need to invent some facts.
- 4 (Both options, A and B) Students deliver their talks in groups (preferably different from the ones in which they worked in step 2).
- 5 Ask a few students to deliver their talks to the whole class. Choose them so that a variety of topics will be covered.

## What kind of person am I?

sensitive

selfish

ambitious

hard-working

generous

lazy

shy

sociable

impatient

cheerful

bossy

nasty

cruel

reliable

aggressive

talkative

brave

intelligent

creative

dishonest

helpful

rude

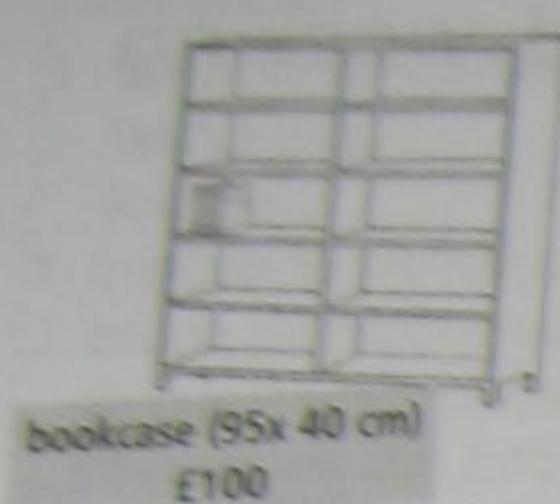
tidy

vain

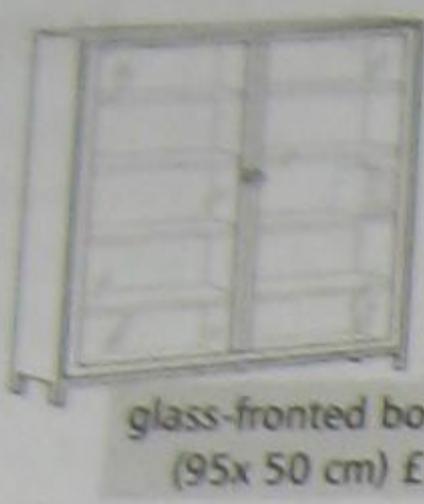
## 2 HOME

*Furnishing your living room*

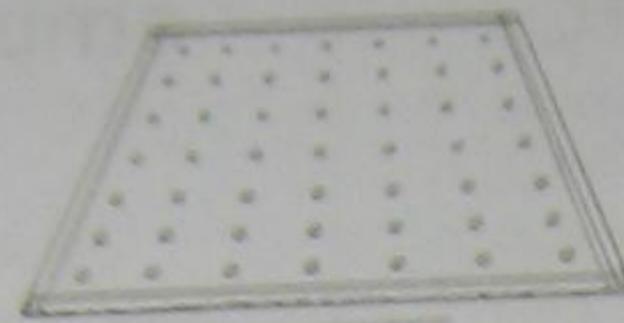
You and your partner are going to furnish your new living room. You have £2300. This is the furniture you are thinking of:



bookcase (95x 40 cm)  
£100



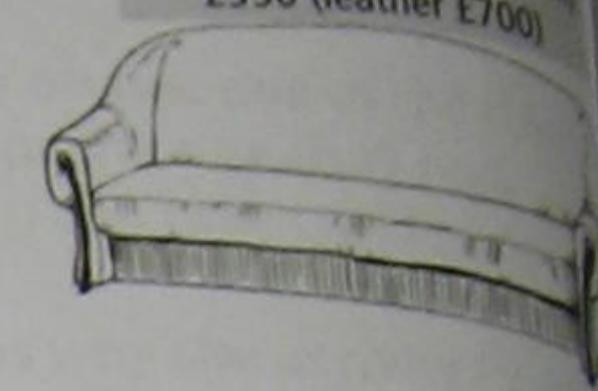
glass-fronted bookcase  
(95x 50 cm) £150



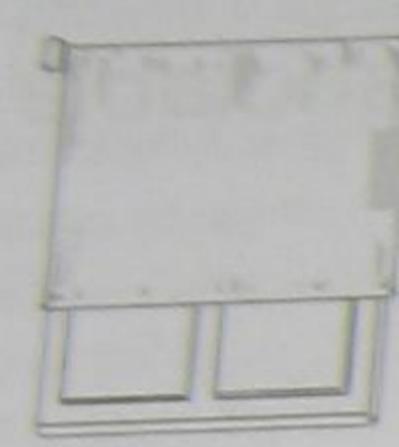
fitted carpet £350



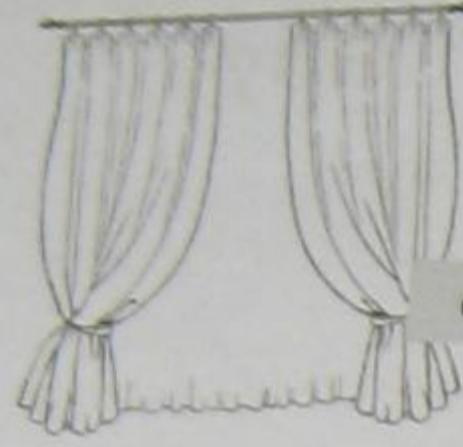
ceiling lamp £30



two-seat sofa (180x90 cm)  
£350 (leather £700)

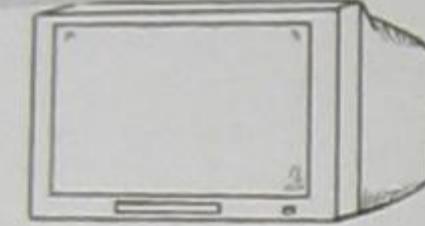


blinds £40

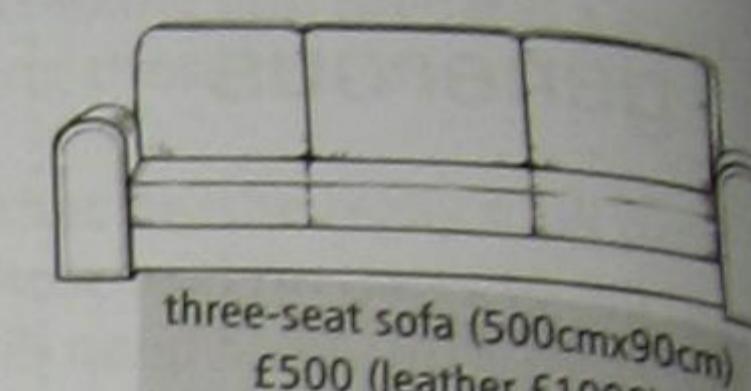


curtains £30

21' TV £120



armchair (80x80 cm)  
£120 (leather £300)



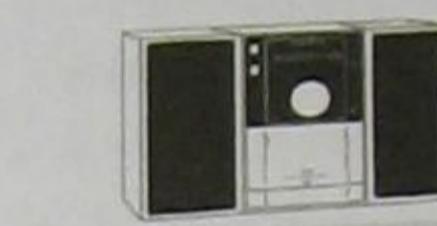
three-seat sofa (500cmx90cm)  
£500 (leather £1000)



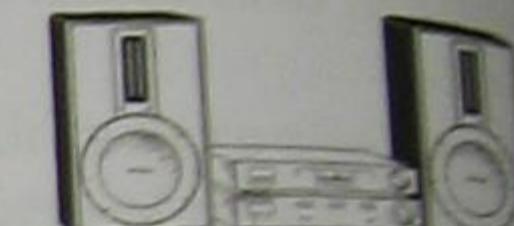
fireplace £1000



home cinema £200



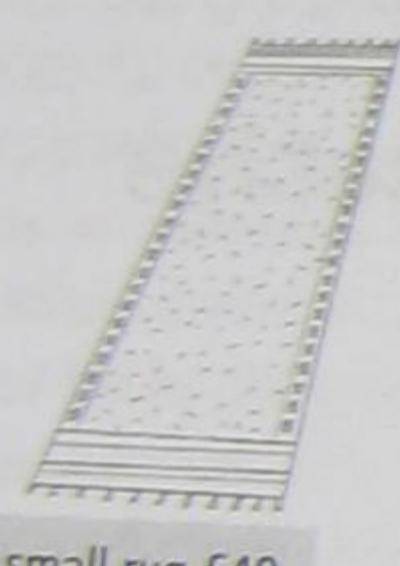
mini audio system  
with 2 speakers £180



pro audio system £600 or more

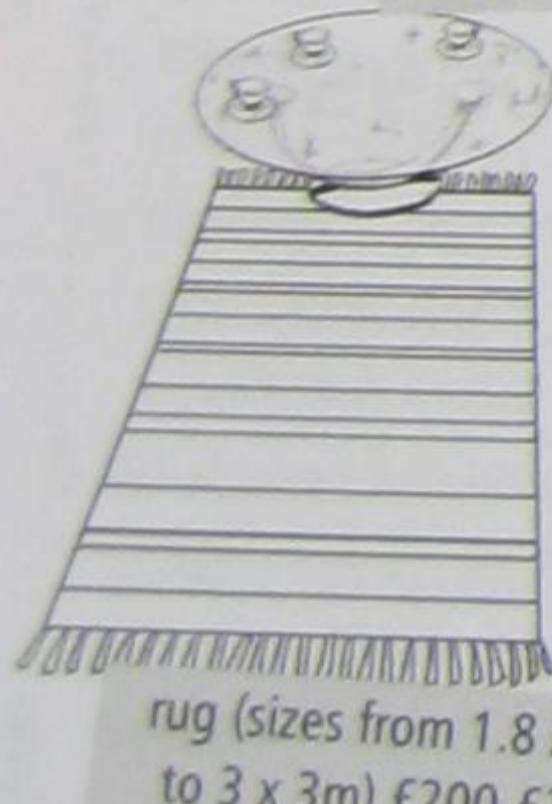


29' flat screen TV £500



small rug £40

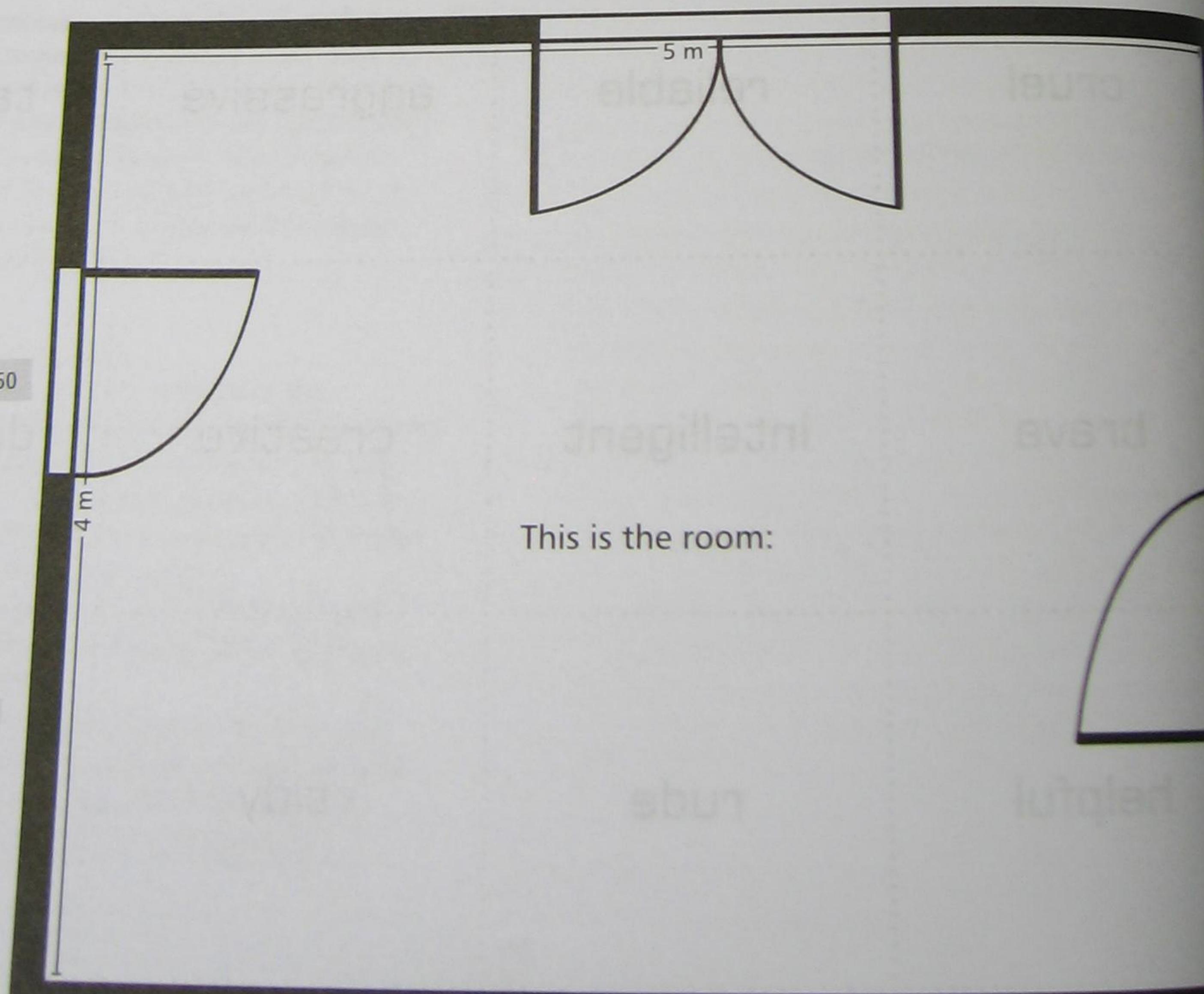
coffee table £50



rug (sizes from 1.8 x 2.5  
to 3 x 3m) £200-£250



floor lamp £30



This is the room:

## 3 SCHOOL

Which lines belong to:  
 A. Giving and obtaining  
 B. Narrating: a story  
 C. Negotiating: a situation

Hi, A

Ca

No

Do you  
a basic

Go  
the

Th  
W

## JUMBBLED CONVERSATIONS

Which lines belong to which conversation?

4. Giving and obtaining information: a new student asking a classmate for information about the school.
5. Narrating: a student telling a friend about an exam.
6. Negotiating: a student asking a teacher to postpone a test.

Hi, Ann. How did it go?

Hi... Excuse me... I wonder if you could help me.

Can you tell me where the canteen is?

Miss? Do you think we could have the test next week instead of this Friday?

No, I don't think we could.

First of all, I was feeling really bad and I couldn't concentrate. I must have made about a million stupid mistakes.

Do you happen to know if there's a basketball club in this school?

If everyone had three more days to revise, I'm sure they would learn more and do better.

Don't ask. It was dreadful. I'm sure I failed.

Go down this corridor, turn right, and it's there, next door to the staff room.

And I didn't notice one question on the last page. It was worth ten marks.

I understand how you feel, but we have to keep working according to schedule. Next week we're starting a new unit.

No problem at all.

There was a question about something I missed when I was sick and I couldn't answer it at all.

But everyone's so exhausted!

Poor you!

I'm new here and I don't know my way around yet.

I'm sorry, I can't agree.

## COLLOCATIONS MEMORY

work...	...long hours	work for...	...a (big/small/international) company
in charge...	...of sth	apply for...	...a job
responsible ...	...for sth	go on...	...strike
well...	...paid	part-time ...	...job
take...	...a day off	sick...	...leave
get ...	...promoted	(get) a pay...	...rise
run...	...your own business	do...	...your job well



## Match and Mime

I mixed...

...all the ingredients together  
in a bowl.

I sliced the bread...

...with a big knife.

I kept stirring the sauce...

...so it wouldn't burn.

I put the apple pie...

...in the oven.

I had to peel...

...three kilograms of  
potatoes.

I laid the table...

...for twelve people.

I cleared the table...

...and washed the dishes.

I've put on...

...a lot of weight recently.

I fried...

...two eggs in the frying pan.

We ordered...

...coffee and cakes.

**THE CUSTOMER**

SHOP ASSISTANT: \_\_\_\_\_

ALEX: Thank you, I'm just looking.

[five minutes later]

ALEX: Have you got a jacket like this, but in a brighter colour?

SHOP ASSISTANT: \_\_\_\_\_

ALEX: Oh no, this one's too bright. I don't wear orange.

SHOP ASSISTANT: \_\_\_\_\_

ALEX: The colour's OK, but I don't like the style. Have you got one with smaller buttons?

SHOP ASSISTANT: \_\_\_\_\_

ALEX: This one hasn't got enough pockets. I need room to carry my wallet, my mobile, my keys, my MP3 player and a packet of tissues.

SHOP ASSISTANT: \_\_\_\_\_

ALEX: Yeah, this one looks all right. Where can I try it on?

SHOP ASSISTANT: \_\_\_\_\_

[five minutes later]

ALEX: No, it doesn't fit. It's too tight. I think I'd like to try on the first one you showed me.

SHOP ASSISTANT: \_\_\_\_\_

ALEX: No, not this one. The orange one.

SHOP ASSISTANT: \_\_\_\_\_

ALEX: Yeah, I'll take it. Can I pay by credit card?

SHOP ASSISTANT: \_\_\_\_\_

ALEX: Here's my card.

SHOP ASSISTANT: \_\_\_\_\_

ALEX: Thank you.

[Alex leaves the shop.]

[five minutes later]

ALEX: Excuse me. I'd like to return this jacket. I've changed my mind.

SHOP ASSISTANT: \_\_\_\_\_

ALEX: Receipt? Now where can it be? I think I've lost it.

SHOP ASSISTANT: \_\_\_\_\_

ALEX: What do you mean you can't?! What dreadful service! I'll never shop here again!

SHOP ASSISTANT: \_\_\_\_\_

I decided to

I travelled by

My luggage

The jour

On the w

When w

I had a

On m

I sen

I bo

## A Travel Story

I decided to go on a \_\_\_\_\_-day trip to \_\_\_\_\_.

I travelled by \_\_\_\_\_.

My luggage consisted of \_\_\_\_\_.

The journey took (how long?) \_\_\_\_\_.

On the way we had a small accident. (What happened?) \_\_\_\_\_.

When we arrived, I found a \_\_\_\_\_ to stay in.

I had a view over \_\_\_\_\_ from the window.

On my holiday I (what did you do?) \_\_\_\_\_.

I sent postcards with pictures of \_\_\_\_\_ to my family.

I bought \_\_\_\_\_.

## CATEGORIES

band	chapter	cast	exhibition	headline
concert	short story	director	landscape	journalist
composer	fairly tale	Academy Award	still life	soap opera
guitarist	novel	subtitles	self-portrait	quiz show
drums	novelist	screenplay	sculpture	TV channel
songwriter	poet	special effects	oil painting	letter to the editor
single	volume	cameraman	drawing	the news

play football

go skiing

play tennis

## Collect a set

to cycle	do boxing	go skating	go running	go swimming	play tennis	play football	ski lift	football pitch
cyclist	boxer	skater	runner	swimmer	tennis player	footballer	skier	footballer
cycling goggles	boxing gloves	skates	running shoes	swimming trunks	tennis racket	football kit	skis	football pitch
cycle path	ring	skating rink	track	swimmer	tennis court	football pitch	ski lift	play football
<b>cyclist</b>	<b>boxer</b>	<b>skater</b>	<b>runner</b>	<b>swimmer</b>	<b>tennis player</b>	<b>footballer</b>	<b>skier</b>	<b>football pitch</b>
to cycle	do boxing	go skating	go running	go swimming	play tennis	play football	go skiing	play football
cycling goggles	boxing gloves	skates	running shoes	swimmer	tennis racket	football kit	ski lift	football pitch
cycle path	ring	skating rink	track	swimming pool	tennis court	football pitch	ski lift	play football
<b>cyclist</b>	<b>boxer</b>	<b>skater</b>	<b>runner</b>	<b>swimmer</b>	<b>tennis racket</b>	<b>football kit</b>	<b>skier</b>	<b>football pitch</b>
to cycle	do boxing	go skating	go running	go swimming	play tennis	footballer	go skiing	footballer
cycling goggles	boxing gloves	skates	running shoes	swimmer	tennis racket	play football	ski lift	play football
cycle path	ring	skating rink	track	swimming pool	tennis court	football pitch	ski lift	play football
<b>cyclist</b>	<b>boxer</b>	<b>skater</b>	<b>runner</b>	<b>swimmer</b>	<b>tennis racket</b>	<b>football kit</b>	<b>skier</b>	<b>football pitch</b>
to cycle	do boxing	go skating	go running	go swimming	play tennis	footballer	go skiing	footballer
cycling goggles	boxing gloves	skates	running shoes	swimmer	tennis racket	play football	ski lift	play football
cycle path	ring	skating rink	track	swimming pool	tennis court	football pitch	ski lift	play football
<b>cyclist</b>	<b>boxer</b>	<b>skater</b>	<b>runner</b>	<b>swimmer</b>	<b>tennis racket</b>	<b>football kit</b>	<b>skier</b>	<b>football pitch</b>
to cycle	do boxing	go skating	go running	go swimming	play tennis	footballer	go skiing	footballer
cycling goggles	boxing gloves	skates	running shoes	swimmer	tennis racket	play football	ski lift	play football
cycle path	ring	skating rink	track	swimming pool	tennis court	football pitch	ski lift	play football
<b>cyclist</b>	<b>boxer</b>	<b>skater</b>	<b>runner</b>	<b>swimmer</b>	<b>tennis racket</b>	<b>football kit</b>	<b>skier</b>	<b>football pitch</b>

## What's the matter with me?

backache

stomachache

broken arm

earache

headache

sore throat

twisted ankle

toothache

a cold

hard  
of hearing

heart attack

a cough

short-sighted

sprained  
wrist

a fever

food  
poisoning

NATURE AND ENVIRONMENT  
**LOONY** landscapes

stream

whale

wind

desert

ant

cloud

hill

badger

chilly

island

snake

fog

lake

bear

frost

mountains

stork

hot

cliff

squirrel

lightning

forest

dolphin

rain

river

wolf

snow

glacier

deer

mist

valley

hare

storm

waterfall

fox

sunny

drought

earthquake

flood

hurricane

tornado

forest fire

volcanic eruption

# Is science interesting?

1 Imagine you have the opportunity to do all of these things. Which of them would you like to do? Tick.

- **watch a popular science programme on TV**
- **visit a science museum with modern interactive displays**
- **read an article in a popular science magazine (about genetics? the environment? the structure of the universe? elementary particles?)**
- **visit a lab and talk to the people who work there**
- **listen to a lecture on science**
- **work in a science institute for a month and help with a research project**
- **study science at university**
- **VISIT AN EXHIBITION OF THE LATEST INVENTIONS**

2 Compare your choices in pairs or small groups. Give reasons.

## VOCABULARY

### TEST 1 PEOPLE, FAMILIES

1 Circle the correct answers.

- 1 Which of the following is a single marital status?  
A single  
B married
- 2 People have a finger.  
A finger  
B hand
- 3 She's got a fringe.  
A fringe  
B hair
- 4 Which of the following means 'handsome'?  
A gorgeous  
B mean
- 5 Which of the following means 'over'?  
A over  
B over
- 6 Which of the following is a pair?  
A pair  
B people
- 7 Emily is a person.  
A person  
B Emily
- 8 Charles is a person.  
A person  
B Charles
- 9 Let's go to a party.  
A party  
B let
- 10 He's got a hand.  
A hand  
B he

11

12

13

## TEST 1 PEOPLE, FAMILY AND SOCIAL LIFE

1 Circle the correct answer.

1 Which of the following words does NOT describe marital status?  
A single B lonely C divorced D married

2 People have got ten \_\_\_ on their feet.  
A fingers B toes C elbows D knees

3 She's got long hair and she wears it in a \_\_\_.  
A fringe B wavy C moustache D ponytail

4 Which of the following words is opposite in meaning to the remaining three?  
A gorgeous B ugly C beautiful D handsome

5 Which of the following words is opposite in meaning to the remaining three?  
A overweight B fat C plump D skinny

6 Which of the following is not a kind of underwear?  
A pants B scarf C bra D boxer shorts

7 Emily's very \_\_\_. She understands how other people feel.  
A relaxed B sensible C sensitive D reliable

8 Chris is quite \_\_\_. He doesn't talk about his personal life much.  
A gentle B reserved C polite D stubborn

9 Lenny's rather \_\_\_. Sometimes he behaves like a little child.  
A immature B impatient C sensible D shy

10 Kitty's very \_\_\_. She goes out with her friends almost every day.  
A outgoing B talkative C quiet D sociable

11 I respect \_\_ people. I think it's important to tell the truth.  
A responsible B patient C honest D ambitious

12 Which of the following words is negative in meaning?  
A brave B generous C reliable D selfish

13 I like Chris. He's got a great \_\_\_ of humour.  
A feeling B understanding C sense D feel

14 If you go jogging you usually wear trainers and a \_\_\_.  
A suit B swimsuit C tracksuit D uniform

15 Which of the following is not a kind of shoes?  
A high heels B shorts C trainers D sandals

15

## TEST 2 HOME

1 Complete the sentences with the missing words. The first letter of each word is given.

1 I couldn't see inside the flat because the c \_\_\_ were drawn.

2 There's no bath in the bathroom, only a sh \_\_\_.

3 I need a really big new w \_\_\_ – the old one is too small for all my clothes.

4 I like sitting in a comfortable a \_\_\_ in front of a fire.

5 We've got a new electric c \_\_\_ in the kitchen. It's safer than the old gas one.

6 We live on the tenth floor of a t \_\_\_ block.

7 His grandparents live in a lovely c \_\_\_ in the countryside.

8 They've got a s \_\_\_-d \_\_\_ house and they keep arguing with their neighbours.

9 The flat has recently been renovated. It's in very good c \_\_\_.

10 The flat is fully f \_\_\_, so you won't have to buy any furniture.

11 She's got a comfortable, r \_\_\_ flat; there's a lot of space.

12 The flat is very conveniently l \_\_\_ close to shops and public transport.

13 Living in a tourist r \_\_\_ can be tiring – there are always tourists around.

14 The centre is too noisy for me, I prefer to live in the s \_\_\_.

15 It is not fair to let your mother do all the h \_\_\_: cleaning, washing up, ironing and so on.

16 When you live on your own, you have to pay the r \_\_\_.

17 Our telephone b \_\_\_ for last month is enormous – there must be a mistake.

18 Jenny and her sister sh \_\_\_ a room which is not really big enough for the two of them.

19 Did you remember to l \_\_\_ the door?

20 We've got the keys to our new flat! We can m \_\_\_ in next week!

TOTAL:

20

## 2 Complete the sentences with the missing prepositions.

1 Chris gets \_\_\_ well with the people in his class.

2 I'm looking \_\_\_ to my eighteenth birthday.

3 Mary enjoys looking \_\_\_ children.

4 The boy has run \_\_\_ from home and the police are looking for him.

5 Have you heard? Jane is going \_\_\_ with Dave. I don't know what she sees in him!

5

TOTAL:

20

## TEST 3 SCHOOL

1 Complete the sentences with the missing words. The first letter of each word is given.

- 1 After kindergarten, I went to p\_\_\_\_\_ school.
- 2 Mary went to an i\_\_\_\_\_ secondary school, which was rather expensive.
- 3 Miss Harris is in the s\_\_\_\_\_ with all the other teachers.
- 4 Our c\_\_\_\_\_ is too small and it gets very crowded at lunchtime.
- 5 Tim is my c\_\_\_\_\_. In fact, we sit together in most lessons.
- 6 Peggy's favourite subject is s\_\_\_\_\_, especially physics.
- 7 I like maths; I enjoy solving p\_\_\_\_\_.
- 8 My favourite subject is P\_\_\_\_\_, because I'm good at sports.
- 9 I've lost a big f\_\_\_\_\_ with my art work in it.
- 10 Our history t\_\_\_\_\_ is very interesting: it contains a lot of photos and sources.
- 11 I'm going to g\_\_\_\_\_ from university in six year's time.
- 12 Chris is going to t\_\_\_\_\_ his final exams at university next year.
- 13 If you f\_\_\_\_\_ the driving test, you can retake it.
- 14 If I p\_\_\_\_\_ all the exams, I'm going to celebrate for a week.
- 15 This school has the highest a\_\_\_\_\_ standards in the city.
- 16 Students who ch\_\_\_\_\_ in exams can expect to find themselves in trouble.
- 17 If you m\_\_\_\_\_ too many lessons, you'll have a lot of work to do on your own.
- 18 Miss Fitzwilliam is quite d\_\_\_\_\_: she expects everyone to study hard.
- 19 I don't see the point of learning things by h\_\_\_\_\_ without understanding them!
- 20 Miss Tardy says she hasn't had the time to m\_\_\_\_\_ our tests. I hoped I'd know my result today.

TOTAL:

20

## TEST 4 WORK

1 Complete the table with the names of jobs.

post	0 postman
farm	1
library	2
law	3
science	4
engine	5
politics	6
hair	7
music	8
shop	9
electricity	10

2 Complete the sentences with the missing verbs.

- 1 I would like to \_\_\_\_\_ for the job of receptionist.
- 2 If you're so tired, why don't you \_\_\_\_\_ a day off.
- 3 The workers decided to \_\_\_\_\_ on strike.
- 4 I think it is important to \_\_\_\_\_ your job well.
- 5 They \_\_\_\_\_ really long hours.

3 Circle the correct answer.

- 1 The money you receive every month for your work is your  
A wages. B salary. C pension. D profit.
- 2 A retired person receives a  
A salary. B fee. C profit. D pension.
- 3 If you're not happy with how much you earn, you can ask for a pay  
A bonus. B higher. C wages. D rise.
- 4 When applying for a job, you may be asked for  
— from previous employers.  
A qualifications B skills  
C references D experience
- 5 After you have applied for a job, you may be invited for a(n)  
A conversation. B meeting.  
C qualification. D interview.

TOTAL:

20

## TEST 5 FOOD

1 Circle the correct answer.

A Bread, past

B dairy pr

2 Which of

A cucumber

B cauliflower

3 Which o

A bacon

4 Which

A plum

5 This br

A stalk

6 This w

A stil

7 I pre

A st

8 We

A c

9 I'd

A

10 C

A

11 Y

12

13

14

15

16

17

18

19

20

## Test 5 Food

Circle the correct answer.

1 Bread, pasta and rice are  
A dairy products. C fats.  
B cereal products. D junk food.

2 Which of the following is not a vegetable?  
A cucumber C pear  
B cauliflower D sweetcorn

3 Which of the following is not a kind of meat?  
A bacon B turkey C beef D herring

4 Which of the following is not a fruit?  
A plum B apricot C radish D watermelon

5 This bread is rather  
A stale. B well-done. C strong. D mild.

6 This wine is very  
A still. B spicy. C dry. D fresh.

7 I prefer    water.  
A still B stale C sweet D rare

8 We need a    of bread.  
A can B jar C bar D loaf

9 I'd like a big    of chocolate, please.  
A bar B jar C packet D can

10 Can I have a    of cherry jam, please?  
A can B jar C carton D loaf

11 You can    water in a kettle.  
A cook B boil C bake D slice

12 You can    a cake in the oven.  
A fry B melt C mix D bake

13 You can    tomatoes with a knife.  
A cook B stir C slice D mix

14 I usually have lunch in the     
A bar. B canteen. C restaurant. D pub.

15 Before a meal you have to    the table.  
A make B clear C do D wash up

16 We sat down at the **restaurant** table and read the  
A card. B dish. C bill. D menu.

17 The waiter recommended the    of the day.  
A course B dish C menu D plate

18 We ordered starters, a main    and a dessert.  
A meal B food C course D dish

19 We finished eating and asked the waiter to  
bring us the  
A tip. B bill. C receipt. D sum.

20 We thought the waiter was very nice, so we left  
a big  
A tip. B money. C bill. D cash.

TOTAL:

20

## TEST 6 SHOPPING AND SERVICES

1 Complete the sentences with the missing words.  
The first letter of each word is given.

1 A shop that sells magazines, papers and cigarettes  
is called a   .

2 A shop where you can buy medicine, toothpaste,  
shampoo etc. is a   .

3 You can buy fruit and vegetables at a   .

4 A shop that sells notebooks, envelopes etc. is  
called a   .

5 A place where a mechanic will repair your car is  
a   .

6 A place where you can have your coat cleaned is  
a   .

7 A line of people waiting to buy something is  
called a   .

8 A person who buys something in a shop is  
a   .

9 If you are not satisfied with a product or service,  
you can make a   .

10 To return a product to a shop, you need to show  
a   .

11 To get a    means to get your money  
back.

12 If a jacket    you, it is the right size.

13 If a blouse and a skirt   , they look  
good together.

14 If something is half price, it is fifty per cent  
off.

15 There is a special offer on DVDs: two for  
the price of one.

16 There is a thirty per cent discount on all  
T-shirts.

17 I need to get some money out of a cash  
machine.

18 Can I pay by credit card here?

19 You don't believe the man in this coat is  
a real dentist, do you? He's just an actor selling  
toothpaste!

20 A brand name is a special name given to  
a product by the company that produces it.

TOTAL:

20

## TEST 7 TRAVELLING AND TOURISM

1 Match the words from the box to the correct means of transport.

check-in compartment flat tyre harbour  
flight attendant motorway platform voyage

1 ship - \_\_\_\_\_  
2 plane - \_\_\_\_\_  
3 car - \_\_\_\_\_  
4 train - \_\_\_\_\_

8

2 Match the words to make correct collocations.

1 single	a agent
2 holiday	b luggage
3 travel	c hostel
4 youth	d resort
5 hand	e room

5

3 Complete the sentences with the missing verbs.

1 We're planning to spend a few days in Paris and \_\_\_\_\_ the sights.  
2 I'd like to \_\_\_\_\_ a double room for two nights, please.  
3 If you don't hurry, we'll \_\_\_\_\_ our flight.  
4 Could you please \_\_\_\_\_ me the way to the bus station?  
5 Please \_\_\_\_\_ on the bus now, we're leaving in five minutes.  
6 Please \_\_\_\_\_ your seat belts.  
7 Would you like to \_\_\_\_\_ camping this summer?

7

TOTAL: **20**

## TEST 8 CULTURE AND FREE TIME

1 Match the words from the box to the correct form of art.

band chapter conductor exhibition  
screenplay sculpture stage subtitles  
interval volume

music: \_\_\_\_\_

literature: \_\_\_\_\_

visual arts: \_\_\_\_\_

theatre: \_\_\_\_\_

film: \_\_\_\_\_

TEST 9 SPORT  
1 Complete the sportspeople  
SPORT  
athletics  
football  
tennis  
swimming  
sailing  
cycling

2 Circle the correct answer.

1 The book has a very interesting \_\_\_\_\_.  
A plot. B bestseller. C volume. D fiction.  
2 The main \_\_\_\_\_ in *The Chronicles of Narnia* are four children.  
A persons B chapters C characters  
D people  
3 I'm reading the novel 1984 \_\_\_\_ George Orwell.  
A of B on C by D at  
4 Jimi Hendrix's first album *Are You Experienced?* was \_\_\_\_ in 1967.  
A published B released C shown D sold  
5 In *The Departed* Leonardo di Caprio \_\_\_\_ as police officer Billy Costigan.  
A plays B acts C stars  
D presents  
6 John Constable painted \_\_\_\_ of the English countryside.  
A portraits B still lifes C masterpieces  
D landscapes  
7 Jane Austen's novel *Pride and Prejudice* \_\_\_\_ the story of two sisters.  
A tells B says C gives  
D presents  
8 *The Lord of the Rings* is \_\_\_\_ in an imaginary world called Middle-earth.  
A placed B set C situated D based  
9 Martin Scorsese's film *Goodfellas* is \_\_\_\_ on a true story.  
A made B filmed C based D hot  
10 *A Hitchhiker's Guide to the Galaxy* was \_\_\_\_ into a film in 2005.  
A turned B adapted C based D made

TOTAL: **20**

## TEST 9 SPORT

Complete the table with the names of sportspeople.

SPORT	SPORTSPERSON
athletics	1
football	2
tennis	3
swimming	4
skiing	5
cycling	

5

Match the words to make correct collocations.

- a trunks
- b lift
- c rink
- d court
- e kit

5

Complete the sentences with the missing verbs.

- 1 I am swimming three times a week.
- 2 Helen and Richard do yoga in their free time.
- 3 Do you play tennis?
- 4 We must win today's match to qualify for the next round.
- 5 My brother became very popular after he scored two goals for his school's representation.

5

Complete the sentences with the missing words. The first letter of each word is given.

- 1 There were at least 20,000 s in the stadium.
- 2 The fans shouted rude words at the r because they disagreed with his decision.
- 3 Paul works out at the g twice a week.
- 4 The game ended in a d – nobody won.
- 5 Look how fast he's running! I think he's going to set a new world r.

5

TOTAL:

20

## TEST 10 HEALTH

1 Complete the sentences with the missing words. The first letter of each word is given.

- 1 She's got a f \_\_\_\_\_. Her temperature is 39 degrees.
- 2 Be careful about what you eat so you don't get f \_\_\_\_\_. poisoning.
- 3 I t \_\_\_\_\_. my ankle playing tennis. It hurts a lot.
- 4 I've got a s \_\_\_\_\_. I cannot talk much.
- 5 There was a b \_\_\_\_\_ man walking down the road with a white stick.
- 6 His sister is d \_\_\_\_\_. She cannot walk and has difficulty using her hands.
- 7 He won't be able to walk for eight months. He needs a w \_\_\_\_\_.
- 8 I'd like to make an a \_\_\_\_\_ to see Dr Walker, please.
- 9 They are going to t \_\_\_\_\_ her with a new drug. Perhaps it will help.
- 10 I hope a c \_\_\_\_\_ for AIDS will be discovered soon.

10

2 Complete the sentences with the missing prepositions.

- 1 I've got a terrible pain in my chest.
- 2 He died of a heart attack.
- 3 I think I'm addicted to chocolate! It's like a drug.
- 4 I'm allergic to strawberries.
- 5 My aunt suffers from insomnia.
- 6 He recovered from stomach cancer.
- 7 They operated on her a week ago. She's much better now.
- 8 My grandmother walks, cycles and does yoga. She's in very good shape.

9/10 I'm out of shape. I should take up a sport.

10

TOTAL:

20

## TEST 11 NATURE AND ENVIRONMENT

1 Match the words from the box to the correct animal categories.

ant butterfly deer hare pigeon snake  
seal tortoise

1 Mammals: \_\_\_\_\_  
2 Birds: \_\_\_\_\_  
3 Reptiles: \_\_\_\_\_  
4 Insects: \_\_\_\_\_

8

2 Match the words that have similar meaning.

1 chilly	a wet
2 rainy	b hurricane
3 foggy	c hill
4 wind	d cold
5 mountain	e misty

5

3 Complete the sentences with the missing words. The first letter of each word is given.

1 The town of Pompeii was destroyed by a volcanic e.  
2 When there's a f, people die from lack of food.  
3 Earthquakes and tsunamis are natural d.  
4 Air p is caused by smoke from factories, car exhaust fumes, and aeroplanes.  
5 Many scientists believe that global warming is caused by the g effect.  
6 To help protect the environment, you can s your rubbish.  
7 If we do not protect rare animal species, they may become e.

7

TOTAL:

20

## TEST 12 SCIENCE AND TECHNOLOGY

1 Complete the table with the names of scientists.

DISCIPLINE	PERSON
science	0 scientist
biology	1
mathematics	2
chemistry	3
physics	4
psychology	5

2 Complete the sentences with the verbs from the box.

broke carried confirmed crashed deleted  
discovered invented made observed  
switched

1 Maria Skłodowska-Curie \_\_\_\_\_ polonium and radium.  
2 Alexander Bell \_\_\_\_\_ the telephone.  
3 Dian Fossey \_\_\_\_\_ gorillas in the mountain forests of Rwanda.  
4/5 Galileo \_\_\_\_\_ out an experiment which \_\_\_\_\_ his hypothesis.  
6 It seems that we have \_\_\_\_\_ an important discovery.  
7 I \_\_\_\_\_ off the TV after the film had ended.  
8 Our washing machine \_\_\_\_\_ down last night and flooded the bathroom.  
9 My mother's computer \_\_\_\_\_ yesterday; it stopped responding and I couldn't make it work.  
10 Oh no! I've just \_\_\_\_\_ an important file by accident.

3 Match the words to make correct collocations.

1 come	a station
2 out of	b programmer
3 space	c space
4 computer	d to the conclusion
5 outer	e order

TOTAL: 2

GRAN

TEST 1 PR  
1 Use the  
negat  
Simpl  
0 1 d  
Do

1 1

2 V  
C

3 1

4

5

2

## TEST 1 PRESENT TENSES

1 Use the words in brackets to make positive (+) and negative (-) sentences or questions (?) in Present Simple or Present Continuous.

0 I don't like broccoli. (?) (Tom, spinach)  
Does Tom like spinach?

1 I am learning Japanese. (?) (you, Chinese)

2 Where do you come from? (+) (my father, Germany)

3 Are you talking on the phone? (+) (she, on Skype)

4 We go to the cinema every week. (?) (he, often)

5 Ella gets up early on Saturdays. (-) (Bethany and Alexia, on Sundays)

5

## Circle the correct verb form.

0 This semester we are studying / study the Second World War.

1 My mother is a doctor. And what is your father doing / does your father do?

2 My two best friends are lawyers. But they're not working / don't work at the moment.

3 Most banks in my area are closing / close at 5.30 p.m.

4 Bad news. The price of petrol's going up / goes up again.

5 Do you speak / Are you speaking any other foreign languages?

6 Hurry up! We're running / run late!

3

3 Complete the gaps with the verbs in brackets in the correct form. Use Present Simple or Present Continuous.

My driving course <sup>0</sup> is doing (go) well and, to my surprise, I <sup>1</sup> enjoy (enjoy) it very much. Harry and Liz, who run the driving school in my area, <sup>2</sup> seem (seem) very professional. But what I like most about them is that they <sup>3</sup> feel (feel) like friends rather than teachers. I know I'm making a lot of stupid mistakes (still!) but they keep saying: 'Don't worry. You <sup>4</sup> learn (learn). Everybody <sup>5</sup> needs (need) to go through this stage'. They always <sup>6</sup> concentrate (concentrate) on the positive and <sup>7</sup> support (support) me in every way.

It's great that Anna from my school <sup>8</sup> do (do) the course with me. At the moment we <sup>9</sup> practise (practise) different driving manoeuvres. Anna <sup>10</sup> find (find) them really difficult but she <sup>11</sup> get (get) better and better. I <sup>12</sup> think (think) we will both pass our driving test in March.

12

TOTAL:

20

## TEST 2 PAST TENSES: USED TO

## 1 Circle the correct verb form.

0 When we arrived they finished / had finished / used to finish their dinner. We were late again!

1 Barbara used to go / had gone / was going shopping more often than she does now.

2 What exactly did you do / were you doing / did you use to do when I called you yesterday?

3 I missed our History test because you didn't tell / hadn't told / weren't telling me about it.

4 Nobody wanted to go out yesterday because it rained / used to rain / was raining heavily.

5 On my way to the airport I suddenly remembered that I left / had left / used to leave my passport at home.

6 On Monday morning I woke up / had woken up / used to wake up with a splitting headache.

7 Our daughter took all her savings out of the piggy bank and went / had gone / was going to the bank.

8 What songs had you sung / were you singing / did you use to sing when you were in primary school?

4

## 2 Complete the gaps with the verbs in brackets in the correct form. Use Past Simple, Past Continuous or used to.

0 They decided (decide) to postpone their honeymoon until the summer.

1 I was sure I saw (see) that woman before but I couldn't remember when and where.

2 The dog ate our lunch while we watched (not watch).

3 They went (go) to the gym three times a week but now they don't have that much time.

4 Margaret realized (not realize) that two people at the next table were watching her all the time.

5 When I cycled (cycle) to school this morning, I saw a dangerous accident involving three cars.

6 Her final presentation went very well although she spent (spend) only one hour preparing it the night before.

6

## 3 Rewrite the sentences so that the meaning stays the same. Use the words in capital letters.

0 When I got up yesterday, I could see the snow. WAS  
When I got up yesterday, it was snowing.

1 Steven graduated from University and then worked for his father's company. AFTER  
Steven graduated from University and then worked for his father's company.

2 It was my first time abroad. BEFORE  
It was my first time abroad.

3 Jeans are much more popular now than before. USE  
Jeans are much more popular now than before.

4 They were punished because of their misbehaviour at school.

5 Suzanne walked into the room in the middle of their fight.

## 6 Some of the sentences below contain mistakes in the highlighted parts. Correct the mistakes and tick (✓) the correct sentences.

0 We played Monopoly in the dining room when the lights went off.  
We were playing Monopoly

00 I used to have much more time for going out with my friends, now I'm too busy with my children.  
I used to have much more time for going out with my friends, now I'm too busy with my children.

1 Margaret had a terrible stomach-ache yesterday because she used to eat too much and too quickly.  
Margaret had a terrible stomach-ache yesterday because she used to eat too much and too quickly.

2 When I arrived at Joan's house to pick her up for a ride to London, she was still getting ready.  
When I arrived at Joan's house to pick her up for a ride to London, she was still getting ready.

3 There are now plenty of wonderful restaurants in my town that didn't use to be around when I was a student.  
There are now plenty of wonderful restaurants in my town that didn't use to be around when I was a student.

4 While he worked as a freelance television producer he was offered a job at 'Good Morning America.'  
While he worked as a freelance television producer he was offered a job at 'Good Morning America.'

5 At that moment Paul had realized that his life could change only if he wanted it to change.  
At that moment Paul had realized that his life could change only if he wanted it to change.

6 Did you use to buy anything interesting in the sales last weekend?  
Did you use to buy anything interesting in the sales last weekend?

## 5 Complete the gaps with the verbs in brackets in the correct form. Use Past Simple, Past Continuous, Past Perfect or used to.

I don't exactly remember when it <sup>0</sup>happened (happen) but I think I <sup>1</sup> had (still/attend) my final year of school. One night I <sup>2</sup> had (have) a terrible dream and I <sup>3</sup> wake up (wake up) sweating and trembling in my bed. The dream was about a man (I can clearly remember his wrinkled face), who <sup>4</sup> chase (chase) me because he was sure that I <sup>5</sup> steal (steal) his wallet. In my dream I tried to explain to the furious man what <sup>6</sup> happen (happen) to his wallet but he <sup>7</sup> not listen (not listen). It was a real nightmare! I don't have dreams like that any more but the strangest thing about it all is that for many years I <sup>8</sup> dream (dream) about that wrinkled man every time I <sup>9</sup> do something wrong.

TOTAL:

1 Complete the sentences using the words from the box.  
ever yet just already for since never  
1 I have never seen anything like this before.  
2 She's been working in the garden \_\_\_\_\_  
9 o'clock.  
3 I haven't spoken to him \_\_\_\_\_.  
4 We haven't played basketball \_\_\_\_\_ years.  
5 Have you \_\_\_\_\_ been to New York?  
6 Good timing! I've \_\_\_\_\_ finished my homework and I can go now.  
7 I've \_\_\_\_\_ told you the answer. You weren't listening!

3

2 Circle the Present Perfect form that would be appropriate in the situations below.

1 You're mad because your sister dropped your favourite mug.  
How many times have I told / been telling you not to touch it?  
1 You come home and see your brother covered with paint.  
Have you painted / been painting?

2 You're talking with your friends about new books.  
Have you read / been reading Paulo Coelho's latest book?  
3 You're explaining why you don't fancy going to the cinema.  
I've seen / been seeing this film three times this year.

4 You're talking with your friend about your dance teacher.  
I've had / been having classes with her since March.

5 You're discussing your favourite rock band.  
They've played / been playing together since 2002.

6 Your classmates are asking you about your new glasses.  
I've had / been having them for over two months.

7 You're gossiping about the best pupil in your class.  
He's written / been writing a five-page essay.  
That's far too long!

8 You're mad because your friend's phone is always busy.  
I've tried / been trying to call her for more than an hour. And she's still on the phone!

3 Complete the sentences with the verbs in brackets. Use Present Perfect Simple or Present Perfect Continuous.

1 I'm sorry, I'm late. I hope you haven't been waiting (not wait) long.  
1 I feel really tired. I \_\_\_\_\_ for Christmas gifts all morning. (shop)  
2 My favourite player \_\_\_\_\_ 7 goals in 10 matches so far. (score)  
3 I'm afraid I \_\_\_\_\_ your surname. (forget)  
4 Georgia \_\_\_\_\_ (practise) yoga since she was 15 years old.  
5 We \_\_\_\_\_ (not hear) from Barbara since April. Have you?  
6 She doesn't know what to do - she \_\_\_\_\_ (lose) her passport and all her money.  
7 Do you know how long they \_\_\_\_\_ (go) out together?

7

4 Find the mistakes in the sentences below. Cross them out and write correct sentences.

0 Mike has been asking me out three times.  
Mike has asked me out three times.

1 I learn Spanish for two years.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 I think I have been giving you enough money.  
\$20 should be enough for a dress.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 John has been crazy about football since most of his life.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4 How long do you smoke?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5 You've been saying enough! I don't want to listen to it anymore.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6 We haven't seen any of our classmates since ages.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7 You've eaten too much chocolate recently. I think you should do something about it.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8 How many times has she been phoning me?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5 Complete the dialogue with the verbs in brackets. Use Present Simple, Present Continuous, Past Simple, Present Perfect or Present Perfect Continuous.

HANNAH: Liz, are you alright? <sup>0</sup> *Is something bothering* (something / bother) you?

LIZ: Yes... No, I mean...

HANNAH: Oh, come on! I can see <sup>1</sup> (you / cry). Your eyes are still wet. What's the matter?

LIZ: It's... It's Tom. <sup>2</sup> *(We / get)* married in July but I'm not sure I really want to do it... It's that... You see... <sup>3</sup> *(He / be)* very rude to me recently. This week <sup>4</sup> *(we / have)* several arguments about our wedding arrangements.

HANNAH: Oh, Liz. I'm sorry to hear that. But don't you think you might be overreacting? Things like that happen – <sup>5</sup> *(everybody / seem)* stressed out before the wedding. I remember <sup>6</sup> *(I / argue)* with Robert almost every day before our big day. And Liz... <sup>7</sup> *(I / know)* Tom for a long time and he's such a nice guy. Trust me. And stop analyzing everything!

LIZ: You might be right, Hannah. <sup>8</sup> *(I / think)* about it too much recently. I'd better call Tom – we're choosing our wedding invitations today.

8 TOTAL: 30

### FUTURE

Use the words in brackets to make positive (+) and negative (-) sentences or questions (?) referring to the future.

1 I won't tell you anything.  
(I) (him, the truth)  
Will you tell him the truth?

2 My coach arrives in London at 5.15.  
(I) (you train, Glasgow)

3 Will France win the next football World Cup?  
(+) (Spain, European Championships)

4 Are you going to become a teacher when you grow up? (+) (I, actress)

5 I'll be seeing George on Monday morning.  
(?) (you, on Saturday evening)

6 We're going to the cinema tonight.  
(-) (Caroline, tomorrow)

5

Complete the sentences with the verbs in brackets in their correct future form.

1 Next Monday is (be) the twentieth.

2 Good luck with your driving test.

3 I think (think) of you tomorrow.

4 Helena has (have) a baby in January.

5 Hurry up! The match starts (start) in ten minutes.

6 My sister studies (study) medicine.

7 I'm sure one day machines replace (replace) teachers.

8 I do (do) everything I can to help you. I promise.

9 Jim can't eat out with us tomorrow. He meets (meet) his aunt for lunch.

10 This time next week we sunbathe (sunbathe) in Florida.

11 You take a rest now, Mum. I clean (clean) the bathroom.

3 Make conditional sentences using the verbs in brackets in the correct form. Use Zero, First or Second Conditional.

1 You're offering your help with dinner preparations.  
I'll help you with the cooking.

2 You can see black clouds in the sky.  
(rain)

3 You're supposed to pick somebody up at the airport tomorrow. You have not met this person before. Describe your clothes so that this person can recognize you.  
(a green coat)

4 You're talking about your plans to emigrate to another country.  
(Australia)

5 You're ordering food at a restaurant.  
(the chicken salad)

6 You're not sure about the finishing time of the next lecture.  
(what time)

7 You're curious about the person your sister is going to a party with.  
(who)

6

TOTAL: 20

9

## TEST 5 CONDITIONALS

1 Join the sentences below using if. Decide what type of conditional each sentence is.

0 I could speak English well.  
 1 Cathy has a problem.  
 2 The weather isn't good.  
 3 I'm late again.  
 4 She really wanted to succeed.  
 5 I need to study all night.  
 6 Tom asked me to marry him.  
 7 Becky takes up swimming regularly.

a My girlfriend will be angry with me.  
 b She'd make more effort.  
 c I would say 'yes.'  
 d She asks her parents for help.  
 e I drink a lot of coffee.  
 f She'll feel much better.  
 g They won't go out.  
 h I'd get a better job.

0 If I could speak English well, I'd get a better job.  
 Type 2

1 \_\_\_\_\_

Type \_\_\_\_\_

2 \_\_\_\_\_

Type \_\_\_\_\_

3 \_\_\_\_\_

Type \_\_\_\_\_

4 \_\_\_\_\_

Type \_\_\_\_\_

5 \_\_\_\_\_

Type \_\_\_\_\_

6 \_\_\_\_\_

Type \_\_\_\_\_

7 \_\_\_\_\_

Type \_\_\_\_\_

2 Put the jumbled words in the correct order to make conditional sentences.

0 a / more / would / if / had / we / on / we / money / go / cruise  
 If we had more money, we would go on a cruise.

1 good / TV / DVD / there / on / usually / isn't / film / watch / a / if / we / a  
 If there \_\_\_\_\_

2 it / wouldn't / about / I / anybody / you / I / were / if / tell  
 I \_\_\_\_\_

3 shares / brother / some / Anna / her / with / she / them / sweets / has / if  
 If Anna \_\_\_\_\_

4 break / if / him / will / devastated / be / up / with / he / you  
 He \_\_\_\_\_

5 would / grades / studied / better / get / Ron / he / harder / if / much  
 If Ron \_\_\_\_\_

6 tomorrow / I / you / will / see / if / call / don't / I / on / school / you / at / Saturday  
 I \_\_\_\_\_

4 Circle the conditionals appropriate in the following situations.

0 You're on the beach.  
 a If we won the game.  
 b If we win the game.

1 The weather is optimistic.  
 a If the weather is good.  
 b If the weather is bad.

2 You're talking to a friend.  
 a If he asks me a question.  
 b If he asks me a question.

3 You're talking to a friend.  
 a If I can't sleep.  
 b If I can't sleep.

4 You're talking to your friend.  
 a If you are angry.  
 b If you are angry.

5 You're talking to a friend.  
 a If you are happy.  
 b If you are happy.

6 You're talking to a friend.  
 a If you are angry.  
 b If you are angry.

Circle the conditional sentence that would be appropriate in the situations below.

- 1 You're on the best volleyball team in your school.  
a If we won the championships, I'd be very happy.  
b If we win the championships, I'll be very happy.
- 2 The weather forecast for tomorrow is not very optimistic.  
a If the weather is fine tomorrow, we'll go to the beach.  
b If the weather was fine tomorrow, we'd go to the beach.
- 3 You're talking with your friend about someone you met who fancies you a lot.  
a If he asks me for my phone number, I'll give it to him.  
b If he asked me for my phone number, I'd give it to him.
- 4 You're talking about how you usually cope with insomnia.  
a If I can't fall asleep, I'll just listen to music for a while.  
b If I can't fall asleep, I just listen to music for a while.
- 5 Your sister borrowed your blouse without asking your permission.  
a If you do it again, I'll never lend you anything again.  
b If you did it again, I'd never lend you anything again.
- 6 You're explaining why you can't go to a football match with your friend.  
a I'll go with you if I don't have to study for my history test.  
b I'd go with you if I didn't have to study for my history test.
- 7 You're friend is taking the driving test for the 5th time.  
a If he passes this time, I'll be very surprised.  
b If he passed this time, I'd be very surprised.

3

Make conditional sentences using the verbs in brackets in the correct form. Use Zero, First or Second Conditional.

- 0 We would stay (stay) longer if we had more time.
- 1 If you see (see) him with another girl, would you tell me the truth?
- 2 She is (be) very disappointed if nobody visits her in hospital.
- 3 Liz didn't marry (not marry) him even if he were the only man in the world.
- 4 If you heat water to 100° C, it boils.
- 5 I won't be able to go on a trip with you if I don't get (not get) a visa.
- 6 What would you do if you find (find) a wallet in the street?
- 7 If you press (press) this button, additional information is displayed.
- 8 If he comes (not come) until 11, we'll leave without him.

8

5 Three sentences below contain mistakes. Find them and rewrite the sentences in the correct way.

- 0 I wouldn't be able to work out of town if I didn't have a car. ✓
- 00 If I am taller, I would be a professional basketball player.  
If I was/were taller, I would be a professional basketball player.

- 1 That's strange – if you dialled this number, nobody answers.  
\_\_\_\_\_
- 2 My parents would be much happier if I still lived with them.  
\_\_\_\_\_
- 3 Will you miss me if I go away for three months?  
\_\_\_\_\_
- 4 We'll wait for you in front of the cinema if we'll manage to get the tickets first.  
\_\_\_\_\_
- 5 What would you take with you if there would be a fire in your flat?  
\_\_\_\_\_
- 6 If they're from Belgium, they can probably speak French.  
\_\_\_\_\_

6

TOTAL:

30

## 1 Circle the correct option.

0 It / There was very kind of you to help him.  
 1 It / There won't be enough time to change.  
 2 There isn't / aren't any biscuits left.  
 3 It / There was very sunny here yesterday.  
 4 There is / are too much violence in the media.  
 5 What day is it / there tomorrow?  
 6 It / There is a good film on Channel 4 tonight.  
 7 How many people was / were there watching the match?  
 8 I'm afraid it / there's very far from the sea.

4

## 2 Find the mistakes in the sentences below. Rewrite the sentences in the correct way.

0 There's twenty to eleven already.  
It's twenty to eleven already.

1 Help! It's a baby in the water.

\_\_\_\_\_

2 How many pupils are in your class?

\_\_\_\_\_

3 You don't need to take your coat, there's very warm today.

\_\_\_\_\_

4 There has been several accidents on this road recently.

\_\_\_\_\_

5 It's a car outside the cinema. It's a Peugeot.

\_\_\_\_\_

6 It was dark and late and it was nobody I could stop and ask for directions.

\_\_\_\_\_

6

## 3 Complete the gaps using there or it + be in the correct form and tense.

## MY BLOG

0 It's the twenty eighth of December today and Christmas is over.<sup>1</sup> \_\_\_\_\_ always such a wonderful time of the year although<sup>2</sup> \_\_\_\_\_ to do – cleaning, cooking and shopping for food and presents.<sup>3</sup> \_\_\_\_\_ very easy to forget that what counts is the true spirit of Christmas and not all the preparations. The weather on Christmas day was really good this year.<sup>4</sup> \_\_\_\_\_ cold but sunny and<sup>5</sup> \_\_\_\_\_ only a few clouds in the sky. After breakfast we went for a long walk and when we came back<sup>6</sup> \_\_\_\_\_ a meal waiting for us.<sup>7</sup> \_\_\_\_\_ delicious! My mother had spent two days preparing all the dishes. She always worries that<sup>8</sup> \_\_\_\_\_ enough food for everybody and cooks too much. This year<sup>9</sup> \_\_\_\_\_ ten of us altogether but she cooked for at least twenty. My father jokes that<sup>10</sup> \_\_\_\_\_ a good idea to tell Mum that only half of the guests were coming!

ADD A COMMENT

TOTAL: 20

## TEXT 7 PASSIVE

Circle the correct verb form (active or passive.)

Last night I <sup>1</sup>saw / was seen a fantastic film. It was called 'Into the Wild', and it <sup>1</sup>directed / was directed by Sean Penn. It <sup>2</sup>tells / is told the true story of a young man named Christopher McCandless, who, after graduating from college, went on a long, crazy adventure that landed him in the Alaskan wilderness. He <sup>3</sup>found / was found there an abandoned bus that he used for shelter. The film has a tragic end – McCandless <sup>4</sup>died / was died of starvation after about four months of living in the wilderness.

'*Into the Wild*' <sup>5</sup>based / was based on a book by Jon Krakauer, which <sup>6</sup>considers / is considered to be good and accurate. Moreover, the film <sup>7</sup>features / is featured wonderful music written by Pearl Jam's Eddie Vedder. This is simply one of those unique films that shouldn't <sup>8</sup>miss / be missed.

4

1 Complete the sentences with the verbs in brackets in the correct form (active or passive.)

0 To celebrate this occasion, a special exhibition will be shown (show) at Windsor Castle next month.

1 The singer collapsed on the stage and was taken (take) to a local hospital.

2 I looked back because I was sure that somebody was following (follow) me.

3 Please wait while your request is processed (process).

4 I'm very sorry to inform you that the recommended brochure hasn't been produced (not produce) yet.

5 What type of goods can be sold (sell) on the Net?

6 Is it true that in 1724 Gabriel Fahrenheit invented (invent) the first mercury thermometer?

7 Most films and television programmes nowadays are made (make) on location.

8 I can assure you that our damaged TV set will be replaced (replace) at our cost by the end of next week.

8

3 Rewrite the sentences so that the meaning stays the same, beginning as shown. Add a phrase with *by* if necessary.

0 Fire fighters rescued more than 50 people yesterday. More than 50 people were rescued by fire fighters yesterday.

1 I noticed that they hadn't cleaned my hotel room. I noticed that my hotel room hadn't been cleaned.

2 This week they are holding auditions for an exciting new show. This week auditions are being held.

3 Shakespeare wrote 'Romeo and Juliet' early on in his literary career. 'Romeo and Juliet' was written.

4 Will they allow us to change rooms if we don't get along with our roommates? Will we be allowed to change rooms?

5 Nobody has told me about the party. I haven't been told about the party.

6 Older children ignore my little brother. My little brother is ignored by older children.

?

6

Rewrite the sentences using have/has done.  
Keep the same tense as in the original sentence.

0 A decorator painted Nick's room.  
Nick had his room painted.

- 1 A hygienist cleans my teeth between two and four times a year.  
\_\_\_\_\_
- 2 They will develop your photos by tomorrow.  
\_\_\_\_\_
- 3 It's cold because they are installing new windows in our house.  
\_\_\_\_\_
- 4 A photographer is going to take a photo of Ruth.  
\_\_\_\_\_
- 5 They have serviced our car at the garage.  
\_\_\_\_\_
- 6 If you can't see properly, an optician should test your eyes.  
\_\_\_\_\_

5 Correct the mistakes in the highlighted parts of the sentences.

- 0 The telephone bill must pay by the end of the month.  
must be paid.
- 1 We need have a new garage build, this one is too small for two cars.  
\_\_\_\_\_
- 2 You will be meeting at the airport by a bilingual local guide.  
\_\_\_\_\_
- 3 More and more people question the widely accepted belief that Columbus was discovered America.  
\_\_\_\_\_
- 4 Melissa is going to have pierced her ears on her 18<sup>th</sup> birthday.  
\_\_\_\_\_
- 5 When I called them they said that my computer was still repaired.  
\_\_\_\_\_
- 6 According to overnight figures, last night's X-Factor were watching by 8.5 million people.  
\_\_\_\_\_

TOTAL:

## MUST / CAN / MAY VERBS

Circle the correct modal verb.

- 1 Must / Could / Should you be so kind and send it to me again?
- 2 Mustn't / Shouldn't / don't have to hurry. There is plenty of time.
- 3 You needn't / mustn't / couldn't touch this button while the machine is working. It's dangerous!
- 4 In this country you can't / shouldn't / may not smoke in public places, it's illegal.
- 5 In my opinion, you must / should / could stop being so pessimistic about everything.
- 6 Tom is allergic to nuts so he couldn't / doesn't have to / mustn't eat peanut butter.
- 7 Should / Shall / Might we have a quick lunch before going to the cinema?

3

Rewrite the sentences so that the meaning stays the same. Use modal verbs and begin as shown.

1 Tom is quite a good skater.  
Tom can skate quite well.

2 It's not necessary to speak French to get this job.  
You don't have to speak French to get this job.

3 Would you like me to take your coat to the cleaner's?  
Shall I take your coat to the cleaner's ?

4 It's bad manners to eat with your mouth open.  
People shouldn't eat with their mouth open.

5 Is it necessary for them to call you every day?  
Do they have to call you every day ?

6 It's illegal to talk on the phone while you're driving.  
You mustn't talk on the phone while you're driving.

7 I think it's good for children to learn to speak another language.  
Children should learn another language.

8 Emma learnt to speak when she was 3.  
When Emma was 2, she learnt to speak.

9 Booking seats for this show isn't obligatory.  
You don't have to book seats for this show.

8

Complete the sentences using verbs from the box and modal verbs must, might/may, may not/might not and can't.

think be rain be have remember earn  
0 You've been working all day.  
You must be tired.

1 He is arrogant, mean and selfish.  
You shouldn't think about this man ! of marrying

2 They will have to work hard to earn a lot of money if they can afford a cruise around the world.

3 John has to work hard at home.  
He chats with me every night.

4 Last time I saw her 10 years ago.  
She should have told me.  
Just in case I'll tell her my name.

5 If I were you, I'd take an umbrella.  
It will rain in the afternoon.

6 Oh, come on! Alice should be 20.  
She went to school with Pete and he turned 30 in January.

6

Some of the sentences below contain mistakes in the highlighted parts. Correct the mistakes and tick (✓) the correct sentences.

0 Might I use your phone to call my Mum? I'm sure she's worried.

Can I use your phone to call my Mum?

Christopher has failed his driving test again!

He must feel terrible. I'm really sorry for him. ✓

1 You musen't go there with me if you don't want to. But I would really appreciate it if you did.

2 While it might not be the best phone, it still looks great and is a good option if you want something showy.

3 They mustn't be out. They have small children and always put them to bed around this time.

4 The play was absolutely amazing. You should go and see it.

5 I'm not sure what kind of music they play. It must be punk or perhaps pop.

6 I couldn't find a taxi, so I must walk all the way home.

5 Complete the gaps using appropriate modal verbs.

I often ask myself what skills are necessary to be a good writer. <sup>0</sup> Do you have to (you) have a degree in literature or do a creative writing course? Is it absolutely necessary? Many people would probably say 'yes' but there are some who claim that you simply

<sup>1</sup> learn how to write.

You either have a talent for writing or not. And if you don't, you <sup>2</sup> forget about a professional writing career

as quickly as possible. This sort of advice <sup>3</sup> seem rather harsh

but, on the other hand, I believe, people

<sup>4</sup> go on hoping to become successful writers if there are absolutely

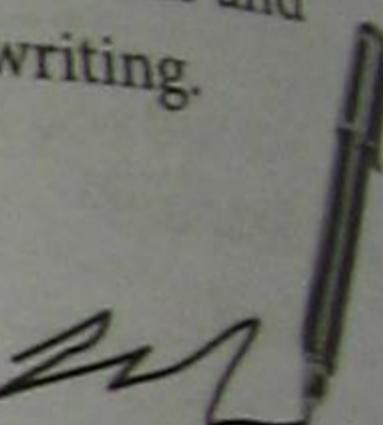
no grounds for it. Of course, everybody

<sup>5</sup> write stories or poems in their free time but it's probably best

to accept the fact that for many of us it

<sup>6</sup> be a profession earning fame and fortune. The good news though is

that you <sup>7</sup> sell books and have a large readership to enjoy writing.



TOTAL: 30

TEST 9 COUNTABLE	Join the beginning
0 Who is...	Use a, an, the or
1 I've got...	
2 My mot...	
3 Take a s...	
4 I don't l...	
5 She ho...	
6 Charle...	
7 We n...	
8 Do yo...	
ENDINGS	
a Dead S...	
b Heath...	
c small s...	
d peopl...	
e front...	
f doubl...	
g sever...	
h acti...	
i fast...	
0 W...	
1 -	
2 -	
3 -	

## TEST 9 COUNTABLE AND UNCOUNTABLE NOUNS, ARTICLES, QUANTIFIERS

1 Join the beginnings of sentences with the endings.  
Use a, an, the or nothing.

## PUNCTUATION

1 a. Who's...  
2 b. I've got...  
3 c. My mother always leaves...  
4 d. Take a swim in...  
5 e. I don't like...  
6 f. She hopes to continue working as...  
7 g. Charles I lived in...  
8 h. We need...  
9 i. Do you know how to get to...

## ENIGMAS

a. Dead Sea, where you cannot sink.  
b. Heathrow Airport from here?  
c. small gift for you.  
d. people who are always late.  
e. front door open.  
f. double room for three nights.  
g. seventeenth century.  
h. actress in the future.  
i. fastest runner in the world?

D Who is the fastest runner in the world?

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_  
7 \_\_\_\_\_  
8 \_\_\_\_\_

8

2 Circle the correct option.

1 a. How much / How many time do we have?  
2 b. She has a lot of friends but neither / none of them lives close to school.  
3 c. I've eaten too many / much junk food today.  
4 d. Anna and Gil are twins. Both of / All of them are very intelligent.  
5 e. The only problem with him is that he asks too many / too much questions.  
6 f. I can meet you on Monday or Tuesday. Either / Neither day is OK with me.  
7 g. Before I had children I read a lot / a lot of books.  
8 h. Both / Neither supermarket is open today.  
9 i. If I were you, I wouldn't spend so many / much money on clothes.  
10 j. Can I have a few / a little more wine, please?  
11 k. Some / Some of our teachers have university degrees.

5

3 Four of the sentences below contain mistakes. Find them and rewrite the sentences in the correct way.

1 The Pacific Ocean has many thousands of islands. ✓  
2 There are lots of time before the post office closes.  
3 There's lots of time before the post office closes.

1 Neither of my parents was strict.

\_\_\_\_\_

2 You shouldn't eat sweets before lunch.

\_\_\_\_\_

3 Some of people hate watching horror movies.

\_\_\_\_\_

4 I think you left your towel in a bathroom.

\_\_\_\_\_

5 I'm afraid there aren't no tickets left.

\_\_\_\_\_

6 Boys I met at the disco yesterday were good fun.

\_\_\_\_\_

7 Most of the people at the concert were having a good time.

\_\_\_\_\_

7

TOTAL:

20

65

## TEST 10 INDEFINITE PRONOUNS

## 1 Circle the correct option.

0 Has    seen Julia today?  
a somebody b anybody c nobody

1 Please, listen to me! I've got    important to tell you.  
a anything b everything c something

2 There is no rush.    wants to eat yet.  
a Somebody b Nobody c Anybody

3 It was a terrible day.    seemed to go right.  
a something b anything c nothing

4 Leave me alone! I don't want to go    now.  
a nowhere b anywhere c everywhere

5 Do you think you could do    for me, please?  
a something b anything c nothing

6 She must be very shy. She never says   .  
a anything b nothing c everything

3

## 2 Complete the sentences with the correct indefinite pronouns.

0 Everything in this shop is very cheap.

1 What would you like to do? –   , I don't mind.

2 Robert is not very sociable, he never goes   .

3 I was so disappointed when I realized I had    to ask for help.

4 We had no friends, no money and    to go.

5    left their bag on the bus.

6 I looked    but I still couldn't find my silver earring.

7 I don't fancy going to the cinema. Let's do    else.

8 They say that '   loves somebody.' So what about me?

9 If you have    else to do, how about helping me with lunch?

10 We would like to move    warm.

10

## 3 Four of the sentences below contain mistakes. Find them and rewrite the sentences in the correct way.

0 Did you meet anybody interesting at the party? ✓  
00 I can't go to the party. I haven't got nothing to wear.  
I can't go to the party. I haven't got anything to wear.

1 Everything I do, I do it for you.

2 I wish I had anyone to trust.

3 Everyone have to leave their passports at the reception desk.

4 No one knew how to open the door.

5 Do you think we should bring anything for the party?

6 The weather was awful last weekend, we didn't go nowhere.

7 I'm afraid there isn't something you can do to help us out.

TOTAL: 20

Test 11 POSSESSIVES  
1 Circle the correct  
0 Don't eat this  
1 Steve is a good  
2 My grandpare  
3 beautiful. The  
4 close to the  
5 I like their  
6 smaller.  
7 Nobody kn  
the meeting  
8 Last week  
really good  
9 This is all  
funds for  
10 The sent  
and rew  
0 Haze  
1 I'll s  
2 A  
3 P  
4  
5  
6  
7  
8  
9  
10

## TEST 11 POSSESSIVES

## 1 Circle the correct option.

0 Don't eat this piece of cake. It's her / hers.

1 Steve is a good friend of me / mine.

2 My grandparent's / grandparents' garden is beautiful. They take good care of it.

3 Tom's and Nick's / Tom and Nick's school is very close to the city centre.

4 I like their house better, our / ours seems much smaller.

5 Nobody knows the day of the meeting / the meeting's day yet.

6 Last week's concert / The concert of last week was really good.

7 This is all your / yours fault, not mine!

8 The annual policemen's / policemens' ball raised funds for disabled children.

4

## 2 The sentences below contain mistakes. Find them and rewrite the sentences in the correct way.

0 Hazel's dress is much more elegant than my.  
Hazel's dress is much more elegant than mine.

1 I'll see your daughter in about two week's time.

---

2 At the film's beginning she opened her bag of popcorn and ate it all up.

---

3 My best friends' boyfriend likes my hairstyle better than hers.

---

4 Theirs dog looks remarkably similar to ours.

---

5 Is this your Nintendo DS? No, it's Jack's and Mary.

---

## 3 Complete the gaps with correct possessive forms.

One of <sup>9</sup> my earliest childhood recollections is my aunt Joan. She was <sup>1</sup> \_\_\_\_\_ mother's twin sister and a very good friend of <sup>2</sup> \_\_\_\_\_. In <sup>3</sup> \_\_\_\_\_ childhood, they used to play with each other all the time and shared everything they had. My mum's toys were not just <sup>4</sup> \_\_\_\_\_, but also <sup>5</sup> \_\_\_\_\_ sister's. But they were quite selfish when it came to playing with other children. 'Don't touch it, it's not <sup>6</sup> \_\_\_\_\_, it's <sup>7</sup> \_\_\_\_\_!' they kept saying. Auntie Joan told me these stories when my husband and I had children of <sup>8</sup> \_\_\_\_\_ own. They don't look like us at all and we are often asked, 'Are they really <sup>9</sup> \_\_\_\_\_ children?' We sometimes jokingly respond, 'No, of course, not. <sup>10</sup> \_\_\_\_\_ are much less naughty.'

10

TOTAL:

20

6

## TEST 12 ADJECTIVES

1 Complete the sentences below using the comparative and superlative forms of the adjectives in brackets.

0 It's the saddest (sad) story I've ever read.

1 Nick lives 200 meters \_\_\_\_\_ (far) away from the school than I do.

2 Of all the children, Mark is \_\_\_\_\_ (bad). He causes so many problems.

3 I agree, your boyfriend is intelligent and caring. But mine is definitely \_\_\_\_\_ (handsome) than yours.

4 You look much \_\_\_\_\_ (thin) than you did when we last met.

5 Oh, come on! That's \_\_\_\_\_ (weak) argument I've ever heard.

6 That's \_\_\_\_\_ (creative) idea so far.

7 I have to leave a bit \_\_\_\_\_ (early) today, I'm in a hurry.

8 Who is \_\_\_\_\_ (tall) person in your family?

8

2 Rewrite the sentences so that the meaning stays the same. Use the words in capital letters and begin as shown.

0 Mark is too intelligent to compete with. (ENOUGH)  
I am not intelligent enough to compete with Mark.

1 Peter is more intelligent than David. (AS)  
David is \_\_\_\_\_.

2 This dress was cheaper than all the others I tried on. (OF)  
This dress was \_\_\_\_\_.

3 I didn't know your grandparents were so young. (SUCH)  
I didn't know you had \_\_\_\_\_.

4 The dress was not long enough to cover bruises on my legs. (TOO)  
The dress was \_\_\_\_\_.

5 It was rude they didn't thank you. (OF)  
How \_\_\_\_\_.

6 Mr Brown and his wife are both very careful about their diet. (AS)  
Mr Brown is \_\_\_\_\_.

3 The sentences below contain mistakes. Find them and rewrite the sentences in the correct way.

0 She's more interesting girl I've talked to today.  
She's the most interesting girl I've talked to today.

1 I'm much more busy today than yesterday.

2 I'm afraid your qualifications are not enough good to get this job.

3 You're certainly more modest than he.

4 How a stupid thing to do! I thought he was smarter than that.

5 They are so reliable people – you can always depend on them.

6 Our younger daughter is much tidier as her older brother.

TOTAL:

20

## TEST 13 REPORTED SPEECH

## 1 Circle the correct option.

0 My father    if I really wanted to study law.  
a said      b asked      c told

1 Lee    that he wanted to join us for lunch.  
a asked      b said      c told

2 She was sorry for missing school and explained that she'd been ill the    week.  
a before      b earlier      c previous

3 The teacher asked us    talking.  
a to stop      b that we stop      c stop

4 Someone    me that there had been a fire in my building.  
a spoke      b told      c said

5 Does anybody know how far    from the city centre?  
a we are      b we were      c are we

6 I told her    take it personally but she still got offended.  
a don't      b to not      c not to

3

## 2 Rewrite the sentences in reported speech, beginning as shown.

0 'I've done it myself.'

Ella said that she had done it herself.

1 'Can you do me a big favour?'

My girlfriend asked

2 'Don't treat me like a child!'

His younger sister asked

3 'Did you come back early yesterday?'

They wanted

4 'Our mother is teaching us how to cook and sew.'

They said

5 'Try hitting the nail with a hammer.'

My father told

6 'I've baked my first chocolate cake today!'

Claire said

7 'We will do everything to help you with your move next week.'

Tom and Henry said

8 'I don't have time to explain it to you right now.'

The teacher told

## 3 Read the text and rewrite all reported questions in direct speech.

## MY FORUM

kikno writes:

11.05.2008 11:35

My last job interview was very stressful. The interviewer first asked me if I had ever worked before. Then she was interested in why I had left my previous job and how I had heard about that vacancy. She also wanted to know how I saw myself in 10 years' time. I don't quite understand why she asked if I was married. The next question, though, was the toughest – she wanted to know how much I expected to earn. I think she liked my answers because finally she wanted to know when I would be available to start working.

## JOB INTERVIEWS

0 Have you ever worked before?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

6

8

4 Rewrite the questions below as indirect questions.  
Use the words in brackets.

0 Where is the post office? (KNOW)

Do you know where the post office is?

1 Where did I leave the house keys? (REMEMBER)

Where have I left the house keys? ?

2 Does this bus go to the city centre? (TELL)

Does this bus tell me where to go to the city centre? ?

3 How much have you paid for this jacket? (MIND)

How much does this jacket mind? ?

4 Can I smoke here? (ANYONE)

Can I ask anyone if I can smoke here? ?

5 Where were you at 10 p.m. last night? (CAN)

Where can I tell you where I was at 10 p.m. last night? ?

6 What does she want for her birthday? (IDEA)

What idea does she have for her birthday? ?

7 Are shops open on Boxing Day? (HAPPEN)

Do shops happen to be open on Boxing Day? ?

5 The sentences below contain mistakes in the highlighted parts. Correct the mistakes and rewrite the sentences in the correct way.

0 I'd like to know what have you done with my new book.

what you have done

1 She told me she didn't need my help and that she will do everything myself.

2 Do you think my father knows how much does the broken window cost?

3 Billy told me that I don't disturb him while he was working.

4 I honestly didn't remember how old is her grandmother.

5 The shop assistant asked me do I have the receipt.

6 Cindy came and said me she spoke to her boss two days ago.

6

TOTAL: 30

7

## TEST 14 RELATIVE CLAUSES

## 1 Circle the correct option.

0 My sister,    lives in Canada, is an architect.  
a which    b who    c whose

1 She didn't say a single word the whole time,     
was very rude.  
a what    b that    c which

2 Do you know the man    car was stolen?  
a which    b whose    c who

3 I'm afraid your certificate,    was issued two  
weeks ago, contains an error.  
a that    b which    c who

4 She's going on holiday to Spain,    her friends  
have been living for two years.  
a where    b when    c which

5 I've never known anybody    is as dedicated to  
children as you.  
a which    b whose    c who

6 That's the button    you hit when the alarm goes  
off.  
a what    b who    c that

3

2 Read the sentences below and decide where the  
relative pronoun can be left out. Rewrite the  
sentences without the pronoun or write "can't be  
left out."

0 The present that I bought for him was terribly  
expensive.

The present I bought for him was terribly  
expensive.

00 I don't like people who talk only about  
themselves.

can't be left out

1 Have you seen the girl that Robert is dating?

2 Breckenridge, where we often go skiing, is a  
Victorian town in the Colorado mountains.

3 She fell in love with the man who is now her  
husband.

4 Is there anything that you'd like to add?

5 I think I have met the person who I have always  
wanted to meet.

6 I need something that will make me get back in  
shape.

7 Where is the book which I was reading?

3 Complete the gaps with the correct relative  
pronouns. Add commas where necessary.

This is a true story <sup>0</sup> which was told by my best friend Mike Douglas <sup>1</sup>                    father used to teach in our school. It happened at the time <sup>2</sup>                    Mr Douglas was a trainee teacher and didn't quite know how to go about teaching and maintaining discipline in the classroom. Many pupils took advantage of his inexperience <sup>3</sup>                    made Mike's father's life really hard. One day Robert <sup>4</sup>                    was the naughtiest boy in Year 6, decided to play a practical joke on poor Mr Douglas. When the teacher left the ICT suite <sup>5</sup>                    they were having a Maths class, he asked everyone to turn all desks and chairs upside down. When Mr Douglas returned, all pupils were sitting on their chairs and working as if nothing had happened. Mr Douglas stood speechless for a minute and then started laughing. It was probably the situation <sup>6</sup>                    helped him to relax and enjoy teaching more.

6

## 4 Rewrite the sentences below using relative clauses.

0 Dominic is my best friend. (I have known Dominic for five years.)  
 Dominic, who / whom I've known for five years, is my best friend.

1 Anna was late for school yesterday. (Anna is almost always on time.)

2 Whose are those socks? (The socks are lying on the floor.)

3 I had to go to the dentist. (The dentist removed one of my bad teeth.)

4 The police are looking for the man. (The man's car has been damaged in a motor accident.)

5 My parents met in Paris. (My parents went on holiday to Paris.)

6 They thought I was my Mum's sister. (It made me laugh.)

7 This is the window. (The window needs replacing.)

8 The new supermarket will be opened in May. (The new supermarket is three times bigger than Tesco in the city centre.)

## 5 Read the sentences below and decide which are correct (✓) and which are incorrect (✗). Rewrite the incorrect sentences in the correct way.

0 What's the name of the city where the Olympic Games were held in 1992? ✓

00 It rained all the time on our honeymoon, what was terrible. ✗  
 It rained all the time on our honeymoon, which was terrible.

1 The person, who lifestyle you don't like, is very important in my life.

2 Our local pub, where we used to go every Saturday, has closed down.

3 The performance that we saw last night was absolutely brilliant.

4 The annual meeting, that we talked about yesterday, is cancelled.

5 That's the gold bracelet which I told you about.

6 Do you remember the name of the woman, which called me yesterday?

6

TOTAL:

30

8

## TEST 15 LINKING WORDS

Join the beginnings of sentences with the endings using correct linking words.

## BEGINNINGS

- 0 They kept talking...
- 1 I didn't want to upset him...
- 2 We won't know the match result...
- 3 Nobody visited him in hospital ...
- 4 We didn't study hard...
- 5 I didn't marry him...
- 6 I won't give him any money...

## ENDINGS

- a The referee whistles the final.
- b We managed to pass our final exams.
- c He was too young and irresponsible.
- d I didn't tell him the truth.
- e He promises to spend it wisely.
- f They knew about his illness.
- g He was trying to do my homework.

0 They kept talking while I was trying to do my homework.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

② Complete the sentences with the correct linking words.

- 0 They went shopping to Next and Gap.
- 1 Please tidy up your room \_\_\_\_\_ you go out.
- 2 \_\_\_\_\_ most people agreed with her, she was only partially correct.
- 3 I'll give you a ring \_\_\_\_\_ I arrive in Kraków.
- 4 You can come with us \_\_\_\_\_ stay here, I don't mind.
- 5 I'm sure they'll finish the report \_\_\_\_\_ they start working on it now.
- 6 I'll wait here \_\_\_\_\_ he finishes talking to his teacher.
- 7 Don't watch this film \_\_\_\_\_ you want to cry.

7

③ The sentences below contain mistakes. Find them and rewrite the sentences in the correct way.

0 We decided to stay in although the weather was horrible.

We decided to stay in because the weather was horrible.

1 I'll do the washing up until everybody has finished eating.

2 She wanted to improve her English because she enrolled on an English course.

3 Your mother won't let you go out any more if you come back on time.

4 Laura is very clever. She's good at maths, biology, chemistry, languages.

5 Can you look after my dogs until I'm on holiday?

6 I stood there waiting but Kate was ready to go.

7 Because I didn't really like Tom, I agreed to go out with him.

6

7

TOTAL:

20

## TEST 16 PREPOSITIONS

## 1 Circle the correct option.

0 We went in / at / to Rome for two weeks.

- 1 When I got off / out of / from the car, I couldn't even walk.
- 2 We always have a big meal on / at / in Christmas Day.
- 3 I was sleeping peacefully, completely unaware of / from / with the danger around me.
- 4 I can't talk to you right now. I'll call you back during / in / for about five minutes.
- 5 Fiona has always been very good in / at / from languages.
- 6 I object from / to / at being filmed by security cameras.
- 7 My father was born in / at / on 27 May.
- 8 Our school is among / between / across the kindergarten and the post office.

4

## 2 The sentences below contain mistakes. Find them and rewrite the sentences in the correct way.

0 Let's talk about it tomorrow in the morning or in lunchtime.Let's talk about it tomorrow in the morning or at lunchtime.1 I'm very busy in the weekend but I can come on Monday.

---

2 Gill met me at the station and took me back to home before going on to work.

---

3 What we'll do depends from the weather, let's listen to the forecast.

---

4 It was very cold in this winter, especially at Christmas.

---

5 This photograph reminds me about the time when I was happily married to Jane.

---

6 Visitors can park across the main road or in one of the car parks nearby.

---

## 3 Complete the gaps with correct prepositions or leave the gaps blank if a preposition is not necessary.

Anna has always been my best friend. We met <sup>0</sup> at a concert <sup>1</sup> in Warsaw, where we both studied law. It turned out that we belonged <sup>2</sup> to the same student organisations and were interested <sup>3</sup> in the same things. <sup>4</sup> At the beginning of our friendship we agreed <sup>5</sup> with each other about almost everything. We believed <sup>6</sup> in the same values and shared the same principles. <sup>7</sup> At that time I felt I had found my true soulmate. However, several years and many life experiences later we realized that we were very different <sup>8</sup> from each other. We both succeeded <sup>9</sup> in life but in very different ways – I am a professional lawyer and Anna takes care of her husband and five children. We both dreamed <sup>10</sup> of a happy life but we have realized this dream in different ways.

10

TOTAL: 20

## TEST 17 VERB PATTERNS

## 1 Circle the correct verb form.

0 I think you should consider    for this job.  
a to apply      b applying      c apply

1 I'd love    to your party but I'm busy that night.  
a to come      b coming      c come

2 The teacher made me    at the back of the class so I didn't disturb the others.  
a to sit      b sitting      c sit

3 His mother told    crying.  
a him to stop      b to stop      c him stop

4 I hope    you again soon.  
a to see      b seeing      c see

5 Thelma just can't stand    food that has been microwaved.  
a to eat      b eating      c to eat

6 Robert was homesick and missed    in his own language.  
a to speak      b speaking      c to speak

3

2 Complete the gaps with the correct forms of the following verbs: *be, do, give, lead, meet, put, smoke, stick, watch*. Add an object where necessary.

## CHRISTIE'S BLOG

My mother has always been very concerned about my health. Last year I promised her <sup>0</sup> to do something about it and decided <sup>1</sup>    a more healthy lifestyle. The first thing I did was to stop <sup>2</sup>   . It was not easy though. I tried to avoid <sup>3</sup>    friends who smoked but they seemed <sup>4</sup>    everywhere I went. My girlfriend did a great job by helping <sup>5</sup>    to my decision. One day I was so desperate that I begged <sup>6</sup>    me one cigarette but she refused. Some other day she caught me with a cigarette in my hand but didn't let <sup>7</sup>    it into my mouth. It was all so embarrassing! I haven't been smoking for two months now. I don't enjoy <sup>8</sup>    people smoke but I wouldn't like to join in.

ADD A COMMENT

8

TOTAL:

20

## 2 Complete the gaps with the verbs in brackets in the correct form. Add an object where necessary.

0 Which game did you like playing (play) the most?

1 She loves    (chat) with people from all around the world.

2 He offered    (give) me a lift home, which I accepted.

3 They invited    (eat) with them but we had other arrangements.

4 Anna is upset because her parents didn't let    (stay) at the party longer.

5 I personally believe that you should    (do) what feels right.

6 The driver managed    (not hit) any of the people on the other side of the road.

7 I don't mind    (cook) but I wouldn't choose it as a job.

8 I understand that you need    (think) it over carefully.

9 One of my friends suggested    (go) diving at the end of March.

9

## TEST 18 QUESTION TAGS

## 1 Circle the correct option.

0 You are Tom's sister.  
a are you? b aren't you? c isn't she?

1 Robert goes swimming twice a week.  
a isn't he? b doesn't he? c is he?

2 You wouldn't like to stay home on your own.  
a would you? b do you? c wouldn't you?

3 There are some sweets on the dining table.  
a aren't they? b aren't there? c isn't there?

4 She won't tell her parents about it.  
a won't she? b is she? c will she?

5 You haven't ironed my blue shirt.  
a have you? b did you? c haven't you?

6 She looks like a film star.  
a doesn't she? b does she? c is she?

3

## 2 Complete the sentences with correct question tags.

0 She went there with you, didn't she?

1 This fish isn't very tasty, \_\_\_\_\_?

2 Tom can't speak German, \_\_\_\_\_?

3 I'm overdressed, \_\_\_\_\_?

4 She's not a child any more, \_\_\_\_\_?

5 It won't take that long, \_\_\_\_\_?

6 They were very tired after the journey, \_\_\_\_\_?

7 He'll be all right, \_\_\_\_\_?

8 Let's have chicken for lunch, \_\_\_\_\_?

9 They went shopping yesterday, \_\_\_\_\_?

10 Tidy up your room now, \_\_\_\_\_?

11 There hasn't been any rain this summer,  
\_\_\_\_\_?

12 Nick prefers basketball to football, \_\_\_\_\_?

12

## 3 Match the beginnings of sentences with correct question tags.

## BEGINNINGS

0 You are going with us,  
1 It's very cheap,  
2 Tom and Mary got married in May,  
3 Your sister wasn't at home,  
4 Ann's passed the exam,  
5 Your parents will give us a lift,  
6 Our teacher didn't tell us about it,  
7 The meeting won't last long,  
8 Mrs Jones loves apples,  
9 There's a lot of traffic today,  
10 Tim's neighbours haven't got a car,

## QUESTION TAGS

a hasn't she?	g doesn't she?
b isn't there?	h didn't they?
c was she?	i will it?
d have they?	j won't they?
e isn't it?	k aren't you?
f did she?	

0 You are going with us, aren't you?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

5

TOTAL: 20

## KEY • VOCABULARY TESTS

### Test 1 PEOPLE, FAMILY AND SOCIAL LIFE

1 8 6 8 11 C  
2 8 7 C 12 D  
3 D 8 8 13 C  
4 8 9 A 14 C  
5 D 10 D 15 B

2 1 on 3 after 5 out  
2 forward 4 away

### Test 2 HOME

1 curtains 11 roomy  
2 shower 12 located  
3 wardrobe 13 resort  
4 armchair 14 suburbs  
5 cooker 15 housework  
6 tower 16 rent  
7 cottage 17 bill  
8 semi-detached 18 share  
9 condition 19 lock  
10 furnished 20 move

### Test 3 SCHOOL

1 primary 11 graduate  
2 independent 12 take  
3 staffroom 13 fail  
4 canteen 14 pass  
5 classmate 15 academic  
6 science 16 cheat  
7 problems 17 miss  
8 PE 18 demanding  
9 folder 19 heart  
10 textbook 20 mark

### Test 4 WORK

1 1 farmer 6 politician  
2 librarian 7 hairdresser  
3 lawyer 8 musician  
4 scientist 9 shop assistant  
5 engineer 10 electrician

2 3 apply 5 work  
4 do

3 1 B 2 D 3 D 4 C 5 D

### Test 5 FOOD

1 B 6 C 11 B 16 D  
2 C 7 A 12 D 17 B  
3 D 8 D 13 C 18 C  
4 C 9 A 14 B 19 B  
5 A 10 B 15 B 20 A

### Test 6 SHOPPING AND SERVICES

1 newsagent's 11 refund  
2 chemist's 12 fits  
3 greengrocer's 13 match  
4 stationer's 14 off  
5 garage 15 offer  
6 dry cleaner's 16 discount  
7 queue 17 machine  
8 customer 18 credit  
9 complaint 19 commercial  
10 receipt 20 brand

### Test 7 TRAVELLING AND TOURISM

1 1 harbour, voyage  
2 check-in, flight attendant  
3 flat tyre, motorway  
4 compartment, platform

2 1 e 2 d 3 a 4 c 5 b  
3 1 see 3 miss 5 get 7 go  
2 book 4 show 6 fasten

### Test 8 CULTURE AND FREE TIME

1 1 band, conductor  
2 chapter, volume  
3 exhibition, sculpture

2 1 A 4 B 7 A 9 C  
2 C 5 C 8 B 10 D  
3 C 6 D

### Test 9 SPORT

1 1 football player / footballer  
2 tennis player  
3 swimmer  
4 sailor  
5 cyclist

2 1 e 2 d 3 a 4 b 5 c

3 1 go 3 play 5 scored  
2 do 4 win

4 1 spectators 3 gym 5 record  
2 referee 4 draw

### Test 10 HEALTH

1 1 fever 6 disabled  
2 food 7 wheelchair  
3 twisted 8 appointment  
4 sore 9 treat  
5 blind 10 cure

2 1 in 4 to 7 on 9 of  
2 of 5 from 8 in 10 up  
3 to 6 from

### Test 11 NATURE AND ENVIRONMENT

1 1 deer, hare 3 snake, tortoise  
2 pigeon, stork 4 ant, butterfly

2 1 d 2 a 3 e 4 b 5 c

3 1 eruption 4 pollution 7 extinct  
2 famine 5 greenhouse  
3 disasters 6 sort

### Test 12 SCIENCE AND TECHNOLOGY

1 1 biologist 3 chemist 5 psychologist  
2 mathematician 4 physicist

2 1 discovered 6 made  
2 invented 7 switched  
3 observed 8 broke  
4 carried 9 crashed  
5 confirmed 10 deleted

3 1 d 2 e 3 a 4 b 5 c

## GRAMMAR TESTS

### Test 1 PRESENT TENSES

1 1 Are you learning Chinese?  
2 My father comes from Germany  
3 She's / is talking on Skype.  
4 Does he often go to the cinema?  
5 Bethany and Alexia don't get up early on Sundays.

2 1 does your father do 4 's going up  
2 're not working 5 Do you speak  
3 close 6 're running

3 1 'm / am enjoying 7 support  
2 seem 8 's / is doing  
3 feel 9 're / are practising  
4 're / are learning 10 finds  
5 needs 11 's / is getting  
6 concentrate 12 think

### Test 2 PAST TENSES; USED TO

1 1 used to go 5 had left  
2 were you doing 6 woke up  
3 hadn't told 7 went  
4 was raining 8 did you use to sing

2 1 had seen 4 didn't realize  
2 weren't / were not 5 was cycling  
3 watching 6 had spent  
3 used to go

3 1 After Steven graduated from University /  
graduating from University, he / Steven worked for  
his father's company.  
2 I'd / had never been abroad before.  
3 Jeans didn't use to be so popular.  
4 They were punished because they had misbehaved  
at school.  
5 When Suzanne walked into the room, they were  
fighting.

4 1 she had eaten too much and too quickly  
2 ✓  
3 ✓  
4 While he was working as a freelance television  
producer  
5 At that moment Paul realized  
6 Did you buy anything interesting

5 1 was still attending  
2 had  
3 woke up  
4 was chasing  
5 had stolen  
6 had happened  
7 didn't listen / wasn't listening  
8 used to dream / dreamt  
9 did

### Test 3 PERFECT TENSES

1 1 since 3 for 5 just  
2 yet 4 ever 6 already

2 1 been painting 5 been playing  
2 read 6 had  
3 seen 7 written  
4 been having 8 been trying

3 1 've been shopping 5 haven't heard  
2 has scored 6 has lost  
3 've / have forgotten 7 've / have been going  
4 's / has been practising

4 1 I have been learning Spanish for two years.

2 I think I have given you enough money. \$20 should be enough for a dress.  
 3 John has been crazy about football for most of his life.  
 4 How long have you been smoking?  
 5 You've said enough! I don't want to listen to it anymore.  
 6 We haven't seen any of our classmates for ages.  
 7 You've been eating too much chocolate recently. I think you should do something about it.  
 8 How many times has she phoned me?

5  
 1 you've / have been crying  
 2 We're / are getting  
 3 He's / has been  
 4 we've / have had  
 5 everybody seems  
 6 I argued  
 7 I've / have known  
 8 I've / have been thinking

**Test 4 THE FUTURE**

1  
 1 What time / When does your train arrive in Glasgow?  
 2 Spain will win the next football European Championships.  
 3 I'm going to become an actress when I grow up.  
 4 Will you be seeing George on Saturday evening?  
 5 Caroline isn't going to the cinema tomorrow.

## 2

1 'll / will be thinking  
 2 's / is going to have  
 3 starts  
 4 is going to study  
 5 will replace

6 'll / will do  
 7 's / is meeting  
 8 'll / will be sunbathing  
 9 'll / will clean

## 3

1 It's going to rain.  
 2 I'll be wearing a green coat.  
 3 I'm going to emigrate / move to Australia.  
 4 I'll have the chicken salad, please.  
 5 What time does the next lecture finish?  
 6 Who are you going with?

**Test 5 CONDITIONALS**

## 1

1 If Cathy has a problem, she asks her parents for help. Type 0  
 2 If the weather isn't good, they won't go out. Type 1  
 3 If I'm late again, my girlfriend will be very angry with me. Type 1  
 4 If she really wanted to succeed, she'd make more effort. Type 2  
 5 If I need to study all night, I drink a lot of coffee. Type 0  
 6 If Tom asked me to marry him, I would say 'yes.' Type 2  
 7 If Becky takes up swimming regularly, she'll feel much better. Type 1

## 2

1 If there isn't a good film on TV, we usually watch a DVD.  
 2 I wouldn't tell anybody about it if I were you.  
 3 If Anna has some sweets, she shares them with her brother.  
 4 He will be devastated if you break up with him.  
 5 If Ron studied harder, he would get much better grades.  
 6 I will call you on Saturday if I don't see you tomorrow at school.

## 3

1 b 2 a 3 b 4 a 5 b 6 b

## 4

1 saw  
 2 will be / 'll be  
 3 wouldn't marry  
 4 boils

5 don't get  
 6 found  
 7 press  
 8 doesn't come

5  
 1 That's strange – if you dial this number, nobody answers.  
 2 ✓  
 3 ✓  
 4 We'll wait for you in front of the cinema if we manage to get the tickets first.  
 5 What would you take with you if there was a fire in your flat?  
 6 ✓

**Test 6 IT IS / THERE IS**

1  
 1 There 5 it  
 2 aren't 6 There  
 3 It 7 were  
 4 is 8 it

## 2

1 There's a baby in the water.  
 2 How many pupils are there in your class?  
 3 You don't need to take your coat, it's very warm today.  
 4 There have been several accidents on this road recently.  
 5 There's a car outside the cinema. It's a Peugeot.  
 6 It was dark and late and there was nobody I could stop and ask for directions.

## 3

1 It's / is 6 there was  
 2 there is 7 It was  
 3 It's / is 8 there won't be  
 4 It was 9 there were  
 5 there were 10 it would be

**Test 7 PASSIVE**

1  
 1 was directed 5 was based  
 2 tells 6 is considered  
 3 found 7 features  
 4 died 8 shouldn't be missed

## 2

1 was taken  
 2 was following  
 3 is being processed  
 4 has not / hasn't been produced  
 5 be sold  
 6 invented  
 7 are made  
 8 will be replaced

## 3

1 I noticed that my hotel room hadn't / had not been cleaned.  
 2 This week auditions are being held for an exciting new show.  
 3 Romeo and Juliet was written by Shakespeare early on in his literary career.  
 4 Will we be allowed to change rooms if we do not get along with our roommates?  
 5 I haven't been told about the party.  
 6 My little brother is ignored by older children.

## 4

1 I have my teeth cleaned between two and four times a year.  
 2 You will have your photos developed by tomorrow.  
 3 It's cold because we are having new windows installed in our house.  
 4 Ruth is going to have her photo taken.  
 5 We have had our car serviced at the garage.  
 6 If you can't see properly, you should have your eyes tested.

## 5

1 to have a new garage built  
 2 will be met  
 3 Columbus discovered  
 4 to have her ears pierced  
 5 was still being repaired  
 6 was watched

**Test 8 MODAL VERBS**

1  
 1 don't have to 3 can't  
 2 mustn't 4 should 5 mustn't  
 6 Shall  
 2  
 1 don't have to speak French to get this job.  
 2 I take your coat to the cleaner's?  
 3 shouldn't eat with their mouth open.  
 4 they have to call you every day?  
 5 mustn't / can't talk on the phone while you're driving.  
 6 should learn to speak another language.  
 7 she couldn't speak  
 8 don't have to book seats for this show.

## 3

1 can't think  
 2 must earn  
 3 must have  
 4 may / might not remember  
 5 may / might rain  
 6 can't be

## 4

1 You don't have to go there  
 2 ✓  
 3 They can't be out.  
 4 ✓  
 5 It might be punk  
 6 I had to walk all the way home.

## 5

1 can't  
 2 should  
 3 may / might  
 4 shouldn't  
 5 can  
 6 may not / might not  
 7 don't have to

**Test 9 COUNTABLE AND UNCOUNTABLE NOUNS, ARTICLES, QUANTIFIERS**

1  
 1 I've got a small gift for you.  
 2 My mother always leaves the front door open.  
 3 Take a swim in the Dead Sea where you cannot sink.  
 4 I don't like people who are always late.  
 5 She hopes to continue working as an actress in the future.  
 6 Charles I lived in the seventeenth century.  
 7 We need a double room for three nights.  
 8 Do you know how to get to Heathrow Airport from here?

## 2

1 none  
 2 much  
 3 Both of  
 4 too many  
 5 Either  
 6 a lot of  
 7 Neither  
 8 much  
 9 a little  
 10 Some of

## 3

1 ✓  
 2 ✓  
 3 Some people hate watching horror movies.  
 4 I think you left your towel in the bathroom.  
 5 I'm afraid there aren't any tickets left. / I'm afraid there are no tickets left.  
 6 The boys I met at the disco yesterday were good fun.  
 7 ✓

**Test 10 INDEFINITE PRONOUNS**

1 1 c 2 b 3 c 4 b 5 a 6 a

## 2

1 Anything  
 2 anywhere  
 3 nobody / no one  
 4 nowhere  
 5 Someone / Somebody  
 6 everywhere  
 7 something  
 8 everybody  
 9 nothing  
 10 somewhere

## 3

1 ✓  
 2 I wish I had someone to trust.  
 3 Everyone has to leave their passports at the reception desk.

4 ✓  
 5 ✓  
 6 The weather was awful last weekend, we didn't go anywhere.  
 7 I'm afraid there isn't anything you can do to help us out.

**Test 11 POSSESSIVES**

1	mine	5 the day of the meeting
2	grandparents'	6 Last week's concert
3	Tom and Nick's	7 your
4	ours	8 policemen's

2  
 1 I'll see your daughter in about two weeks' time.  
 2 At the beginning of the film she opened her bag of popcorn and ate it all up.  
 3 My best friend's boyfriend likes my hairstyle better than hers.  
 4 Their dog looks remarkably similar to ours.  
 5 Is this your Nintendo DS? No, it's Jack and Mary's.  
 6 Cain's brother is younger than mine.

3	6 yours
1 my	7 ours / mine
2 hers	8 our
3 their	9 your
4 hers	10 Ours
5 her	

**Test 12 ADJECTIVES**

1	5 the weakest
1 farther / further	6 the most creative
2 the worst	7 earlier
3 more handsome	8 the tallest
4 thinner	

2  
 1 not as intelligent as Peter.  
 2 the cheapest of all I tried on.  
 3 such young grandparents.  
 4 too short to cover bruises on my legs.  
 5 rude of them not to thank you.  
 6 as careful about his diet as his wife (is).

3  
 1 I'm much busier today than yesterday.  
 2 I'm afraid your qualifications are not good enough to get this job.  
 3 You're certainly more modest than him / he is.  
 4 What a stupid thing to do! I thought he was smarter than that.  
 5 They are so reliable / such reliable people – you can always depend on them.  
 6 Our younger daughter is much tidier than her older brother.

**Test 13 REPORTED SPEECH**

1  
 1 b 2 c 3 a 4 b 5 a 6 c

2  
 1 (me) if I could do her a big favour.  
 2 him not to treat her like a child.  
 3 to know if I / we had come back early the day before.

4 that their mother was teaching them how to cook and sew.  
 5 me to try hitting the nail with a hammer  
 6 she had baked her first chocolate cake that day.  
 7 they would do everything to help us / me with our / my move the following week.  
 8 me / us she / he didn't have time to explain it to me / us at that time / then.

3  
 1 Why did you leave your previous job?  
 2 How did you hear about this / the vacancy?  
 3 How do you see yourself in 10 years' time?  
 4 Are you married?  
 5 How much do you expect to earn?  
 6 When will you be available to start working?

4  
 1 Can / Do you remember where I left the house keys?  
 2 Can / Could you tell me if this bus goes to the city centre?  
 3 Would you mind telling me how much you have paid for this jacket?  
 4 Does anybody know if I can smoke here?  
 5 Can you tell me / remember where you were at 10 p.m. last night?  
 6 Have you any idea what she wants for her birthday?  
 7 Do you happen to know if shops are open on Boxing Day?

5  
 1 she would do everything herself.  
 2 how much the broken window costs?  
 3 not to disturb him  
 4 how old her grandmother was.  
 5 if / whether I had the receipt.  
 6 said / told me (that) she had spoken to her boss two days before / earlier.

**Test 14 RELATIVE CLAUSES**

1  
 1 c 2 b 3 b 4 a 5 c 6 c

2  
 1 Have you seen the girl Robert is dating?  
 2 can't be left out  
 3 can't be left out  
 4 Is there anything you'd like to add?  
 5 I think I have met the person I have always wanted to meet.  
 6 can't be left out  
 7 Where is the book I was reading?

3  
 1 , whose 4 , who  
 2 when 5 , where  
 3 , which 6 that / which

4  
 1 Anna, who is almost always on time, was late for school yesterday.  
 2 Whose are those socks that / which are lying on the floor?  
 3 I had to go to the dentist, who removed one of my bad teeth.  
 4 The police are looking for the man whose car has been damaged in a motor accident.  
 5 My parents met in Paris, where they went on holiday.  
 6 They thought I was my Mum's sister, which made me laugh.  
 7 This is the window which / that needs replacing.  
 8 The new supermarket, which is three times bigger than Tesco in the city centre, will be opened in May.

5  
 1 X The person whose lifestyle you don't like is very important in my life.  
 2 ✓  
 3 ✓  
 4 X The annual meeting, which we talked about yesterday, is cancelled.  
 5 ✓  
 6 X Do you remember the name of the woman who called me yesterday?

**Test 15 LINKING WORDS**

1  
 1 I didn't want to upset him so I didn't tell him the truth.  
 2 We won't know the match result until / till the referee whistles the final.  
 3 Nobody visited him in hospital although / though they knew about his illness.  
 4 We didn't study hard but we managed to pass our final exams.  
 5 I didn't marry him because he was too young and irresponsible.  
 6 I won't give him any money unless he promises to spend it wisely.

2  
 1 before 5 if  
 2 Although 6 until / till  
 3 when 7 unless  
 4 or

3  
 1 I'll do the washing up after everybody has finished eating.  
 2 She wanted to improve her English so she enrolled on an English course.  
 3 Your mother won't let you go out any more unless you come back on time.  
 4 Laura is very clever. She's good at maths, biology, chemistry and languages.  
 5 Can you look after my dogs while / when I'm on holiday?  
 6 I stood there waiting until Kate was ready to go.  
 7 Although I didn't really like Tom, I agreed to go out with him.

**Test 16 PREPOSITIONS**

1  
 1 out of 5 at  
 2 on 6 to  
 3 of 7 on  
 4 in 8 between

2  
 1 I'm very busy at the weekend but I can come on Monday.  
 2 Gill met me at the station and took me back to home before going on to work.  
 3 What we'll do depends on the weather, let's listen to the forecast.  
 4 It was very cold in this winter, especially at Christmas.  
 5 This photograph reminds me of the time when I was happily married to Jane.  
 6 Visitors can park along the main road or in one of the car parks nearby.

3  
 1 in 6 in  
 2 to 7 At  
 3 in 8 from  
 4 At 9 in  
 5 with 10 about / of

**Test 17 VERB PATTERNS**

1  
 1 a 2 c 3 a 4 a 5 b 6 b

2  
 1 chatting 4 her stay 7 cooking  
 2 to give 5 do 8 to think  
 3 us to eat 6 not to hit 9 going

3  
 1 to lead 5 me (to) stick  
 2 smoking 6 her to give  
 3 meeting 7 me put  
 4 to be 8 watching

**Test 18 QUESTION TAGS**

1  
 1 b 2 a 3 b 4 c 5 a 6 a

2  
 1 is it? 7 won't he?  
 2 can he? 8 shall we?  
 3 aren't I? 9 didn't they?  
 4 is she? 10 will you?  
 5 will it? 11 has there?  
 6 weren't they? 12 doesn't he?

3  
 1 e 5 j 8 g  
 2 h 6 f 9 b  
 3 c 7 i 10 d  
 4 a

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